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ABSTRACT

This document presents a comprehensive guidance program based on the Missouri Comprehensive Guidance Program and designed for use in a school district that services kindergarten through 12th grade. It is divided into two major sections, structural and programmatic. The structural section of the document explains the philosophy, assumptions, facilities, advisory council, resources, and budget of the program. The programmatic section is subdivided into sections for elementary, middle school, and high school levels. For each of these levels, information is provided on the guidance curriculum itself, individual planning, responsive services, system support, job descriptions, and appendixes. The guidance curriculum subsection focuses on activities for grades K-5 (elementary level), 6-8 (middle school level), and 9-12 (high school level). The individual planning sections describe advisement, assessment, and placement and follow-up for each level. Responsive services concentrates on individual counseling, small group counseling, consultation, and referral at each level. At the middle school level, the counseling services center on issues of suicide and tragic events. At the high school level, a section on crisis counseling is added, along with a section on information. The system support sections focus on management activities, consultation, community outreach, and public relations. The job description sections provide a job outline and evaluations. Each school level section concludes with appended materials appropriate for that section. (NB)

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The Comprehensive Guidance Program

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OVERVIEW

This is a comprehensive guidance program designed for the use in a school district that services grades K-12. The Missouri Comprehensive Guidance Program provided a conceptual framework in the development of this program. This program is divided into two major sections; structural and programmatic. The structural section consists of the philosophy, assumptions, facilities, advisory council, resources, and budget. The programmatic section consists of the guidance curriculum, individual planning, responsive services, systems support, job description, and appendixes. The programmatic section repeats itself at three different levels; elementary, middle, and high school. This program is designed to be evaluated on a regular basis. Our hope is that this comprehensive guidance program can maximize the benefits for the students it serves and as a result the community and school can also reap the rewards.

This program was designed under the direction of Dr. Julia Yang as part of a project in Counseling 502/505 Spring 1993. The following students have contributed to the success of this comprehensive guidance program.

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The Comprehensive Guidance Program

Table of Contents

I. Structural Component

A. Philosophy 1
B. Assumptions 2
C. Facilities 3
D. Advisory Council 4
E. Resources 6
F. Budget 7

II. Elementary School Guidance Program

A. Guidance Curriculum 1e
B. Individual Planning 31e
C. Responsive Services 34e
D. System Support 40e
E. Job Description 42e
F. Appendixes 48e

III. Middle School Guidance Program

A. Guidance Curriculum 1m
B. Individual Planning 14m
C. Responsive Services 16m
D. System Support 21m
E. Job Description 24m
F. Appendixes 30m

IV. High School Guidance Program

A. Guidance Curriculum 1h
B. Individual Planning 8h
C. Responsive Services 11h
D. System Support 13h
E. Job Description 16h
F. Appendixes 22h

V. Bibliography

PHILOSOPHY

The philosophy of the school district's guidance program is predicated upon the belief that every student deserves the opportunity to receive the maximum benefit from the educational programs offered by the district regardless of age, race, sex or impairment. Each student is valued as a person with his or her rights and responsibilities. The district recognizes the importance of students being emotionally prepared to learn and being placed into a program compatible with their educational needs. To ensure maximum benefit to the students, counselors work not only with the students but with those significant others who influence the students' lives such as peers, parents, teachers, and administrators.

Guidance services are recognized as an integral part of the total educational program. Guidance duties are performs cooperatively to some degree by all school staff. The guidance department provides the form and direction to the services within the framework of the approved program and under the supervision of the administration.

The counselors strive to meet the needs of the students within the structure of the educational system and the community. To accomplish this, the counselors must identify needs, establish, common goals, and mobilize all the available resources of the parties involved. This program will then will lend itself to an assortment of methods, techniques, and instructional materials that will enhance the lives of everyone involved.

The students shall have the right to attend school and other youth programs free of verbal and physical harassment. A standard of respect and dignity for all will be enforced. Students will have access to accurate information, free of negative judgment, delivered by trained adults who both inform and affirm all youth. Positive role models will be made available in person, in school curricula and in program implementation. Finally, students will be included in support programs that help them deal with the difficulties of childhood, adolescence, and young adulthood as they find their way to self-acceptance.

ASSUMPTIONS

1. Guidance is a continuous process for everyone involved.
2. The guidance process is fulfilled through certain specific services and/or acknowledged responsibilities.
3. The counseling and guidance program is relevant to student characteristics and needs.
4. A trained guidance counselor will lead and coordinate guidance programs.
5. The counseling and guidance program is coordinated with the curricular program of the district.
6. The guidance program is integrated with and related to the needs of the community.
7. The counseling and guidance program maintains flexibility necessary to adjust to changing needs.
8. The counseling and guidance program is developmental in mature with provisions for in-service training, research activities, and on-going evaluation.
9. The counseling and guidance program is thought of as a contributing part of the total student personnel program of the school district.
10. The counseling and guidance program is affiliated with outside resources which are not available in the district.

FACILITIES

The Counseling Service Centers throughout the district are centrally located and easily accessible to all students. They are located away from the school office and administrative staff. The location will enhance its visibility, facilitate communication between all groups in the school and invite people to enter and use its facilities. These centers will create a warm and receptive milue for all who visit.

The counseling centers of each building shall have the following:

- Appropriate and sufficient furnishings for students and adults
- Audio and visual privacy for counselors' offices
- Tables for group activities and conferences
- Telephone for each counselor
- Storage area for materials and equipment
- Computer for self-instruction and guidance related programs
- Access to a conference room
- A waiting or activity area outside the counselor's office
- Secure room where student records can be stored away from the counseling center so appropriate personnel have adequate access
- Vocation and educational materials
- General testing rooms
- Group meeting rooms
- Staff conference room
- Audiovisual equipment, computers, college catalogs
- Interview rooms

The materials and equipment shall be comprised of, but not limited to, the following:

- games and toys
- computer assisted programs
- Art media
- Developmental learning kits
- Filmstrips
- Puppets
- Career Exploration/ choice materials
- Self-development resources
- College catalogs
- Test taking skills packages
- Assessment Inventories

ADVISORY COUNCIL

The district superintendent. the school board president or his appointee. the guidance supervisor. and representatives from the following: business or industry. labor. the vocational technical school and the intermediate unit shall comprise a portion of the advisory council. The other portion should embody the following individuals from each school building: an administrator. a parent. a teacher. a member of the guidance staff. and a student. These individuals will be able to express the concerns represented by their population and within their respective buildings or communities. The guidance supervisor will preside over this counsel.

This group will remain intact to resolve the current dilemma that prevails in the district. The district and community both feel a need to provide a more acceptable comprehensive guidance program. This program would provide services to a larger student population. involve more community services. and become integrated into the schools' curriculum while maintaining current services.

On an effort to achieve this goal the guidance program supervisor will be responsible for coordinating the advisory counsel into small work groups, maintaining communication with the groups, setting up tasks timelines. As needed the whole advisory counsel will meet to discuss the direction and progress of the small work groups.

The following will serve as a time line for the program development plan:

1992-1993 Planning Phase

1. Statement of values
2. Selection of a curriculum model
3. Selection of program goals
4. Determination of desired student outcomes
5. Establishment of priorities

1993-1994 Designing Phase

1. Development of program objectives
2. Selection of program strategies
3. Assignment of program components
4. Analysis of staff competencies

1994-1995 Implementing Phase

1. Installation of program
2. Modification based on evaluation date

1995-1996 Evaluation Phase

1. Formulation of the questions to be answered by the evaluation
2. Selection of evaluation design and measurement instruments
3. Development of procedures for data collection
4. Establishment of a monitoring system
5. Evaluation of program and redesign of it as necessary
6. Implementation of staff evaluation process
7. Evaluation of student outcomes
8. Plan future actions

An evaluation of the current guidance program will on-going and two-fold. First, evaluating student progress, content of the program, and staff yearly helps define areas of strengths and weaknesses so that adjustments can be made for following year. The second reason for evaluating the program is to provide validity of it for the community. The guidance program is to accountable to the community, and the results of the evaluation can be used for that purpose.

On-going evaluations will consist of:

1. Self-evaluation by counselors
2. Evaluation of classroom guidance activities by teacher and counselors after each domain is presented.
3. Counselor personal classroom activities log.
4. Surveys to be completed by the students and parents.
5. Questionnaries- Graduate Survey
6. Counselor evaluation by administration.
7. A comprehensive evaluation of the program will be initiated after three years to determine effectiveness.

RESOURCES

The guidance program will offer an array of related services in the attempt to meet the needs of the students. These services will include counseling, psychological evaluations, health care consultation, and social services. The program will establish a working relationship with the local Drug and Alcohol and Mental Health agencies. The district will also work cooperatively with Children and Youth and Probation and Parole as well as with the local law enforcement agencies. The counselors will make use of community health services when needed. Other community resources which may be used include family counseling services as well as private practitioners. The guidance offices will maintain current pamphlets and brochures of outside agencies, their cost, hours of operation, and intake procedures for service. Additional resources within the district will include, but not be limited to, school psychologist, home and school visitors, school nurses and specialists from the local intermediate unit.

ANNUAL BUDGET

Elementary Schools (3)-

Salaries	
- Counselors (3) 1 per building	90.000.
Supplies	
- Office materials	10.000.
- Computer Software	4.000.
- Student materials (i.e. reference, testing kits, AV, journals, workbooks, textbooks)	8.000.
- Professional materials	2.500.
Travel/Conferences/Workshops	5.000.
Miscellaneous	2.500.
- Postage	
- Communications/newsletters	
- Stipends for presenters	
Sub-total	122.000.

Middle School (1)-

Salaries	
- Counselors (3) 1 per grade level	96.000.
- Secretary (2) 1 part-time for SAT	18.750.
Supplies	
- Office materials	10.000.
- Computer Software	4.000.
- Student materials (i.e. reference, testing kits, AV, journals, workbooks, textbooks)	8.000.
- Professional materials	2.500.
Travel/Conferences/Workshops	5.000.
Miscellaneous	2.500.
- Postage	
- Communications/newsletters	
- Stipends for presenters	
Sub-total	146.750.

High School (1)-

Salaries	
- Counselors (4) 1 per grade level	144,000.
- Secretary (2) 1 part-time for SAT	18.750.
Supplies	
- Office materials	12.000.
- Computer Software	5,000.
- Student materials (i.e. reference, testing kits, AV, journals, workbooks, textbooks)	10,000.
- Professional materials	3,000.
Travel/Conferences/Workshops	8,000.
Miscellaneous	3,000.
- Postage	
- Communications/newsletters	
- Stipends for presenters	
Sub-total	203.750.
Total budget	472,500.

The Elementary School Guidance Program

Elementary School Guidance Program

I. Guidance Curriculum 1e

- A. Activities (K-5)

II. Individual Planning 31e

- A. Advisement
- B. Assessment
- C. Placement and Follow-Up

III. Responsive Services 34e

- A. Individual Counseling
- B. Small Group Counseling
- C. Consultation
- D. Referral

IV. System Support 40e

- A. Management Activities
- B. Consultation
- C. Community Outreach
- D. Public Relations

V. Job Description 42e

- A. Job Outline
- B. Evaluations

VI. Appendixes 48e

- A. Career Planning
- B. Responsive Services Evaluation Form
- C. Confidential Report
- D. Reading Grams and Gramps
- E. Resource Material List

GUIDANCE CURRICULUM

The Elementary Guidance Curriculum component is designed to be a developmental program in which every student can learn about himself/herself and the world around them. Developmental guidance/counseling is based on the premise that, as all children mature, they pass through various stages vital to their growth. During these stages, specific kinds of learning and development must occur to ensure optimal development.

Developmental guidance is a continuing process of helping students to understand themselves and their world. Conducted in the classroom, it provides direction to all students in the areas of educational, personal, social, and career development. Guidance Counselors, teachers, and administrators, are involved in disseminating and providing materials and information to make it a positive, all encompassing program.

Developmental counseling is a personal way of helping individuals one-to-one or in small groups. Counseling focuses on the specific needs of the individual and/or group. The process utilizes various techniques to help the child resolve or cope constructively with problems and/or development concerns. Special care should be taken in both the classroom setting an small group to include activities involving special populations as well as minority students. Services should be coordinated with special education and classroom teachers. When possible, guidance activities should be incorporated into the regular classroom instruction, including as many subjects as possible.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
Ten Sessions	Uniqueness	-Recognize their own unique characteristics.	-Learn that each person is unique and special. -Learn that each person is growing and changing. -Begin to develop a sense of identity.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if a sense of self-esteem and of personal competence are developing and whether the child is learning to accept, appropriately express, and handle his/her own feelings.
	Emotions	-Discuss their own experience of many feelings. -Demonstrate ways that feelings could be expressed. -Identify factors which affect their feelings.	-Learn that we all experience feelings. -Learn that feelings are okay. -Learn that feelings are expressed in many ways. -Learn that various factors affect our feelings.	
	Potential (Know./Self/Others)	-Name ways that they have grown, things they have learned to do, and ways they look forward to growing and learning more.	-Recognize their own growth and achievements. -Develop a sense of competence.	
	Uniqueness	-Recognize the characteristics of others. -Express the acceptance of the differences of others.	-Learn that others are unique and special. -Learn the differences are okay.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if he/she is becoming appropriately aware of others and their feelings.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Emotions (Know.Self/Others)	-Obseve others demonstrating their way of showing feelings.	-Learn that others experience feelings. -Learn that others may express their feelings in different ways. -One hundred (100%) percent of the students will achieve these expectations.	
	Respect	-Demonstrate respect for their classmates and their feelings.	-Learn to show respect for the uniqueness and feelings of others.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing appropriate social skills.
	Getting Along (Know.Self/Others)	-Show kindness toward others.	-Learn that their behavior affects others.	
	Choices	-Discuss daily decisions they make. -Contrasts good and bad decisions.	-Be aware that they make many choices. -Learn about making good choices of behavior.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if a student is developing the ability to make good choices.
	Stranger Danger (Know.Self/Others)	-Define "stranger". -Discover appropriate reactions to strangers.	-Learn that anyone they don't know is a stranger. -Learn that while most strangers are okay, some are dangerous; therefore they should stay away from strangers. -Learn to say NO and get away.	-Each child will appropriately demonstrate responses to emergency situations involving strangers or fires.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Fire Safety (Ed./Voc.Dev.)	-Explain the dangers of playing with fire. -Discuss with parents a fire safety plan for their home. -Demonstrate crawling under smoke and stop, drop, and roll.	-Learn not to play with matches. -Learn about the need for an exit plan for home. -Learn to stop, drop, and roll if clothes ever burn.	
	Drug Abuse (Know.Self/Others)	-Identify reasons for taking medicine.	-Learn that any drug can be harmful.	-Children will learn that medicine can be hurtful as well as helpful, and that they should never take anything without parental direction.
	Positive Attitudes Toward School and Learning (Know.Self/Others)	-List activities that make school a learning place. -Recognize teachers as helpers. -Discuss things they want to learn. -Demonstrate learning behaviors.	-Learn that school is a place to learn and grow together. -Learn that teachers help them learn. -Learn to look forward to learning more things and that learning can be fun. -Learn that it is easier to learn if we sit still, watch the speaker, and listen.	-Students will express enthusiasm for learning and demonstrate good learning behaviors.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Individual Rights and Responsibilities (Know.Self/Others)	-Stay in their own space without bothering others. -Discuss their feelings when others use their things without asking.	-Learn to stay in their own space, keeping hands and feet to themselves. -Learn to keep their hands off others' things and to ask before using something belonging to another.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if a student is showing respect for the rights of others.
	World of Work (Ed./Voc.Dev.)	-Identify work others must do. -Discuss how they work in school.	-Learn that everyone has work to do. -Learn that their job is doing their best at school/learning.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if he/she demonstrates pride in accomplishments.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
Ten Sessions	Uniqueness	-Discuss unique qualities of self and others. -Examine the importance of growing in self and others.	-Learn that each person is unique and special. -Learn that each person is developing in his/her own way. -Continue to develop a sense of identity. -Begin to develop a sense of self acceptance.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if a sense of self esteem and of personal competence are continuing to develop, and whether the child is learning to accept, appropriately express, and handle their own feelings.
	Emotions	-List feelings common to everyone. -Discuss the factors that affect their feelings.	-Learn that we all experience feelings. -Learn that feelings are okay. -Recognize what affects their feelings.	
	Potential	-Discuss ways they are growing and changing. -Compare their present abilities to previous abilities. -Imagine and assume increasing competency.	-Recognize their own growth in physical, mental, emotional and social terms. -Recognize their increasing ability to do things for themselves. -Begin to anticipate increasing competence.	

(Know.Self/Others)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Uniqueness	-Identify the abilities and interest of others. -Compare their abilities and interests with those of others.	-Learn that others are unique and special. -Recognize that others are like them in some ways and different from them in some ways. -Accept difference as okay. -Learn that each person develops at his/her own rate.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if he/she is continuing to develop an appropriate awareness of others and their feelings.
	Emotions (Know.Self/Others)	-Demonstrate acceptance of individual differences. -Identify and compare their feelings with those of others.	-Recognize that others experience feelings. -Show respect for the feelings of others.	
	Respect	-Demonstrate respectful behaviors in the classroom.	-Grow in their ability to show respect for the uniqueness and feelings of others.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if the child is developing appropriate interpersonal skills.
	Getting Along (Know.Self/Others)	-Discuss how their behavior affects others. -Transfer understanding of behavior consequences to interpersonal skills.	-Recognize that their behavior affects others. -Grow in their ability to choose behavior that affects others in positive, healthy ways.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Choices (Car.Plan./Expl.)	-Name choices they make regularly. -Discriminate between importance and unimportant decisions. -Examine their decisions and the consequences.	-Be able to recognize choices they make. -Learn that some choices are more important than others. -Continue to develop their ability to make good choices.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if he/she is developing the ability to make good choices.
	Traffic Safety (Know.Self/Others)	-Transfer from discussions to real life situations. -Identify traffic safety rules they know.	-Learn the importance of remembering class discussions when away from school. -Recognize that they already know many traffic safety rules.	-Counselors will observe student participation in role play and discussion.
	Strange Danger (Know.Self/Others)	-Define "stranger". -Discover importance of caution with strangers. -Examine how strangers may approach children. -Practice appropriate reactions to strangers.	-Learn that anyone they don't know is a stranger. -Learn that any stranger could be dangerous. -Learn to keep away from strangers and beware of advances from strangers. -Learn to say NO loudly and get away from strangers. -Students will be encouraged to talk with parents about the possible use of a family password.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Fire Safety (Know.Self/Others)	-Discuss safety measures with parents. -Bring a family designated fire exit plan to school. -Demonstrate knowledge of fire safety.	-Learn that every home is different and every family needs their own exit plan. -Learn to get out of house immediately in case of fire. -Learn to get low under smoke. -Learn to stop, drop, and roll if ever their clothes caught on fire.	
	Child Abuse	-Recognize their right of self-protection. -Contrast abuse and punishment. -Contrast good and bad touch. -Discuss importance of reporting abuse.	-Learn that they have a right not to be injured inappropriately touched by anyone. -Learn the difference between abuse and punishment. -Learn that they must tell a grown-up they trust if they are being abused.	
	Emergencies (Know.Self/Others)	-Demonstrate appropriate responses to emergencies.	-Learn to never tell anyone they are home alone. -Learn to never open the door to strangers. -Learn to report an emergency using 911.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Positive Attitude Toward School and Learning (Know.Self/Others)	Students will be able to: -report on their use of school learning out of school. -discover ways that school personnel help them. -use good learning skills.	-Learn that what they learn in school helps them outside of school. -Understand that school personnel are here to help them. -Begin to develop behaviors conducive to learning. -Begin to understand that their behavior may contribute to or interfere with the learning process.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if positive attitudes and behaviors are developing.
	Individual Rights and Responsibilities (Know.Self/Others)	-Demonstrate respect for the rights of others -Identify how rules help them and others.	-Develop an understanding of the rights of others. -Learn that rules protect them and others.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if appropriate citizenship, attitudes, and skills are developing.
	World of Work (Car.Plan./Expl.)	-Discuss work that adults do. -Recognize work activities.	-Develop an awareness that adults work. -Recognize that there are many kinds of work.	

Elementary School Curriculum
(1st Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Positive Attitude Toward School and Learning (Know.Self/Others)	Students will be able to: -report on their use of school learning out of school. -discover ways that school personnel help them. -use good learning skills.	-Learn that what they learn in school helps them outside of school. -Understand that school personnel are here to help them. -Begin to develop behaviors conducive to learning. -Begin to understand that their behavior may contribute to or interfere with the learning process.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if positive attitudes and behaviors are developing.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
Ten Sessions	Uniqueness	Student will be able to: -Discuss characteristics which make them unique. -List and describe groups of which they are a part. -Express satisfaction with whom they are.	-Continue to develop a sense of identity. -Recognize that they belong to many groups. -Continue to develop self acceptance.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if a sense of self esteem and self acceptance are developing appropriately and if the child is developing control of behaviors resulting from strong feelings.
	Emotions	-Learn to identify a large range of feelings. -Label feelings. -Name the feelings they are experiencing.	-Recognize that we all experience feelings. -Understand that feelings are okay. -Continue to expand their knowledge and awareness of feelings.	
	Volition (Know.Self/Others)	-Discover behavior is a choice. -Demonstrate responsibility for their responses to their feelings. -Practice self control when angry.	-Learn their behavior is their choice. -Learn that while feelings are okay, we are responsible for what we do with our feelings. -Learn healthy ways to handle anger.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Potential (Know.Self/Others)	Students will be able to: -Identify their gifts and abilities. -Discuss ways others	-Recognize that they have gifts and abilities. -Learn that others depend upon them.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if a sense of accomplishment and dependibility are developing.
	Uniqueness	-Discuss the variety of groups to which they belong and discover that these differences are also okay.	-Learn that one of the things which makes individuals unique is the group to which they belong. -Learn that each family is unique.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if the child is becoming a good group member.
	Emotions (Know.Self/Others)	-Demonstrate caring responses to the feelings of classmates.	-Learn to recognize the feelings of others. -Learn to think about the feelings of others. -Learn to respond to the feelings of others in caring ways.	
	Respect	-Demonstrate respect for others and their property.	-Develop respect for others and their rights. -Develop respect for the property of others.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if the child is developing respectful caring relationships.

Elementary School Curriculum
(2nd Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Belonging (Car.Plan./Expl.)	-Demonstrate caring behavior. -Identify groups to which they belong. -Examine the nature of belonging.	-Become more sensitive toward one another. -Learn caring ways to respond to others. -Learn to avoid behaviors which are offensive to others. -Become more aware of the groups to which they belong. -Learn about the idea of belonging.	
	Critical Thinking Consequences (Know.Self/Others)	-Recognize choices they make. -Compare and contrast the importance of choices made. -Predict possible consequences of choices. -Identify probable consequence of choices.	-Understand that they are always making choices. -Learn that some choices require more thought than others. -Learn that there are consequences to their choices --especially those with behavior. -Learn that their choices are their own responsibility. -Learn to think before they act. -Begin to develop their ability to anticipate consequences through critical thinking.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if the child is developing the practice of thinking before acting.

Elementary School Curriculum
(2nd Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Child Abuse/Molestation Drug Abuse (Know.Self/Others)	-Recognize their right not to be hurt (injured). -Understand their right not to be inappropriately touched. -Understand that even helpful drugs (medicine) can be harmful if misused.	-Learn that they have a right not to be hurt. -Learn the difference between abuse and punishment. -Learn to report abuse. -Learn that their bodies are their own. -Learn that no one has the right to touch them in ways that they know are wrong. -Learn to report molestation. -Learn the difference between helpful and harmful drugs.	-Success of these objectives can only be determined if critical situations are known.
	Positive Attitude Toward School and Learning	-Demonstrate positive attitudes toward school.	-Develop a positive attitude toward school and learning.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if the student is developing good learning attitudes and habits.
	Positive Behaviors For Learning	-Ask for help when needed. -Complete their work.	-Learn that asking for help when needed is an important part of learning. -Understand the importance of completing their work.	
	Study Skills (Car.Plan./Expl.)	-Practice careful listening. -Discover the value of organizing ideas and materials.	-Learn the importance of careful listening and observation. -Learn simple memory techniques. -Learn the value of organizing materials.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Individual Rights and Responsibilities	-Discuss individual rights and responsibilities in a group.	-Learn that each individual in a group has rights and responsibilities.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if the student is developing qualities of good citizenship.
	Participation/ Cooperation/ Contribution (Car.Plan./Expl.)	-Generalize the concept of cooperation. -Participate in group activities.	-Learn that more can be accomplished through a cooperative effort. -Learn that each member of a group contributes through participation.	
	World of Work (Ed./Voc.Dev.)	-Describe adult work activities.	-Be aware that adults work. -Understand that there are many kinds of work.	-Each child will show interest in the world of work.

Elementary School Curriculum
(3rd Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
Ten Sessions	Uniqueness	-Discuss characteristics which make them unique. -Express a sense of worth.	-Learn more about who they are and increase their sense of identity. -Continue to develop self-acceptance.	-According to classroom teacher judgement, in consultation with the child's parents, it will be determined if a sense of self esteem and self acceptance are developing appropriately and if the child is growing in his/her acceptance of responsibility.
	Emotions	-Discriminate among feelings. -Examine the effects of feelings.	-Learn to better understand feelings. -Learn the importance of feelings.	
	Volition	-List and discuss home and school responsibilities. -Discover that being responsible is a choice. -Discover the satisfaction of responsibility.	-Begin to recognize their responsibilities. -Learn that being responsible is a choice. -Learn that taking responsibility makes them feel better about themselves.	
	Potential (Know.Self/Others)	-Discuss contributions they make. -Hypothesize about the effects of the absenc. -Express a sense of significance.	-Be increasingly aware of their contribution to others individually or in groups. -Be increasingly aware that others depend upon them. -Begin to develop a sense of significance and purpose.	

Elementary School Curriculum
(3rd Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Uniqueness	-Recognize that family structure and rules vary.	-Understand that our family is part of who we are. -Understand that each family is unique.	-According to classroom teacherjudgement, in consultation with the child's parents, it will be determined if he/she is demonstraing concern for others.
	Emotions	-Discuss family dynamics.	-Learn that family members experience feelings. -Learn to think about the feelings of others in their families.	
	(Know.Self/Others)			
	Respect	-Recognize and demonstrate respectful behaviors.	-Learn respectful behaviors and attitudes. -Learn respect for authority. -Learn to respect independence of others.	-According to the classroom teacher judgement, in consultation with the child's parents, it will be determined if the child is developing healthy interpersonal relationships.
	(Know.Self/Others)			
	Belonging	-Discuss and reconstruct situations of positive interactions. -Evaluate their own interpersonal skills.	-Learn the behaviors that others want in friends. -Learn about things which interfere with friendship. -Learn to initiate social interaction. -Learn ways to interact and communicate with others that build friendship. -Learn about the inter-dependence in families. -Learn the importance of trust, loyalty and dependability in friendship. -Learn that they can have multiple friendships.	
	Assertiveness	-Recognize their needs for independent decisions.	-Learn the need to avoid being controlled by friends. -Learn that friendship requires a degree of independence.	
	(Know.Self/Others)			

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Choices	-Discuss the many choices they make.	-Realize that they make choices regarding friendships, family, and responsibilities.	-According to the classroom teacher judgement, in consultation with the child's parents, it will be determined if the child is considering consequences of their behaviors.
	Critical Thinking Consequences	-Predict possible consequences of choices. -Practice the process of critical thinking.	-Continue to grow in understanding that there are consequences to their choices, especially those regarding behavior. -Become more aware of the need to think things through.	
	(Know.Self./Others)			
	Respect for Authority	-Name people in authority in various situations. -Discuss and use respectful behavior.	-Learn who has authority and why. -Learn that it is in their interest to respect those in authority.	-According to the classroom teacher judgement, in contation with the child's parents, it will be determined if the child is showing respect to those charged with responsibility for their safety.
	(Car.Plan./Expl.)			
	Positive Attitude Toward School and Learning	-Identify behaviors that improve learning. -Improve ability to ignore distractions. -Take responsibility for their school work.	-Maintain a positive attitude toward school and learning. -Begin to recognize that learning is a cooperative effort. -Understand that positive learning behaviors benefit themselves and others. -Learn the importance of focusing attention and ignoring distractions.	-According to the classroom teacher judgement, in consultation with the child's parents, it will be determined if the student is developing good learning attitudes and habits.

Elementary School Curriculum
(3rd Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Study Skills (Know.Self/Others)	-Be organized	-Begin to develop organizational skills in regard to their work area and school materials.	
	Individual Rights and Responsibilities (Car.Plan./Expl.)	-Discuss their responsibilities and evaluate their ability to accept responsibility.	-Learn that they have responsibilities in various settings. -Learn that others have responsibilities. -Learn that in any group, members have responsibility to one another. -Learn responsible behavior.	-According to the classroom teacher judgement in consultation with the child's parents, it will be determined if the student is developing qualities of good citizenship.
	World of Work (Car.Plan./Expl.)	-Recognize the importance and variety of work.	-Be aware that there are many kinds of work. -Learn that people work to meet their needs.	-Each child will show interest in the world of work.

Elementary School Curriculum
(4th Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
Ten Sessions	Uniqueness	-Define "self concept" -Express a sense of worth. -Discover that others notice their uniqueness. -Identify and list their strengths and weaknesses. -Express confidence themselves.	-Learn about the idea of self concept. -Continue to develop a sense of their own identity. -Become aware that others notice and care about their uniqueness. -Become more aware of their personal strengths and abilities. -Develop an "I can" attitude.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing an increased understanding of self including an awareness of their own ability to modify their self concepts.
	Emotions	-Examine the factors which may affect their feelings. -Evaluate feelings they have about themselves.	-Increase their ability to recognize what affects their feelings. -Explore their own feelings about themselves. -Learn that feelings can be misleading and controlling.	
	Volition	-Distinguish between healthy & unhealthy attitudes and examine their thinking which affects their attitudes.	-Learn that they can change their feelings by better thinking. -Learn that they can be in charge of their attitudes.	
	Potential (Know.Self/Others)	-Imagine some of the possibilities for their future. -Discuss the importance of a positive attitude.	-Begin to discover the "possibilities" in their future. -Learn that they can improve their own potential through positive "I can" thinking.	

Elementary School Curriculum
(4th Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Uniqueness	-Identify the positive unique characteristics. -Identify talents and abilities of others.	-Learn that others possess positive unique characteristics. -Learn that others have special talents and abilities.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing an appreciation of others.
	Emotions (Know.Self/Others)	-Examine possible emotional responses to situations.	-Learn that emotional responses vary in a given situation.	
	Respect	-Identify and discuss positive interpersonal behaviors and statements.	-Learn "people-building" skills. -Learn to avoid behaviors that tear down people.	-According to the classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing healthy interpersonal relationships.
	Belonging	-Demonstrate an ability to relate to diverse groups. -Demonstrate a sense of belonging.	-Develop social skills. -Increase their ability to get along with more diverse groups of people. -Develop a sense of belonging in their classroom.	
	Assertiveness (Know.Self/Others)	-Demonstrate independence in group situations.	-Continue to develop a degree of independence in friendships.	
	Choices	-Compare and contrast simple choices and important decisions.	-Learn to discriminate between simple choices which are a matter of preferences and decisions requiring the critical thinking process.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Positive Attitude Toward School and Learning (Car.Plan./Expl.)	-Examine the importance of cooperative learning. -Demonstrate positive learning behaviors. -Discover techniques to improve study skills.	-Maintain a positive attitude toward school and learning. -Understand that learning is a cooperative effort. -Begin to recognize that positive learning behaviors contribute to increased freedom in the classroom environment. -Take increased responsibility for their school work. -Learn helpful approaches to classroom assignments. -Be introduced to some simple mnemonic techniques. -Learn basic skills in regard to homework.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the student is developing good learning attitudes and habits.
	Individual Rights and Responsibilities	-Describe qualities of good citizenship. -List responsibilities they have.	-Understand responsibilities they have in various settings.	-According to classroom teacher judgement in consultation with the child's parents,it will be determined if the student is developing qualities of good citizenship.
	Participation/ Cooperation/ Contribution	-Appraise the importance of their responsible behavior.	-Develop an increased awareness of how individual contributions can benefit a group or society. -Consider ways they may contribute within their immediate setting: school; classroom.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Critical Thinking Consequences	-Hypothesize consequences in decisions. -Practice the steps to decision making.	-Develop the ability to anticipate consequences to aide in making decisions. -Learn steps to go through in thoughtful decision making.	developing the ability to make responsible, independent decisions.
	Understanding Values	-Recognize their values and how they affect their decisions. -Discuss their responsibility.	-Become aware of values and learn what values are. -Learn that values can and do guide our decisions. -Become aware of the influences of their values.	
	Standing Alone (Know.Self/Others)	-Discuss their responsibility for decisions made. -Discuss the difficulty of standing alone.	-Learn that they are responsible for decisions they make. -Become aware of the influence of peer pressure and the difficulty of standing alone.	
	Self Protection (Know.Self/Others)	-Recognize the importance of independent decisions. -Tell when a situation should be reported.	-Learn that they must think for themselves in regard to keeping themselves safe. -Learn to be assertive for their own protection. (Saying NO to drugs, exploitation, and abuse.) -Learn to report problems and get help.	-Success of these objectives can only be determined if critical situations are known.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Qualities of Good Citizenship (Car.Plan./Expl.)	-Describe qualities of good citizenship.	-Learn the importance of character development. -Learn about individual qualities that benefit a group/society.	
	World of Work (Car.Plan./Expl.)	-Identify the way that careers meet individual needs. -Recognize the necessity of work. -Examine their own interest, talents, and aptitudes in relation to careers.	-Expand their awareness of the range of occupations that exist. -Gain greater understanding of how work meets their needs. -Recognize how their interest, talents and aptitudes relate to work.	-Each child will develop a greater understanding of the world of work.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
Ten Sessions	Uniqueness	-Record areas of uniqueness and share these with class.	-Identify a great range of ways they are unique and special. -Develop a sense of pride in their identity. -Continue to develop a sense of self-acceptance in terms of their personal strengths, weaknesses, and abilities or disabilities.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing an increased understanding of self, including an awareness of the turmoil of adolescence.
	Emotions	-Explore the range of their feelings and recognize the complexity of their feelings. -Demonstrate healthy ways of expressing their feelings.	-Recognize that feelings can be confusing. -Learn that feelings tend to change more frequently and be more extreme during adolescence. -Develop better ways of expressing and responding to their feelings.	
	Volition	-Discover that their choices of behavior have an impact on how they feel about themselves.	-Develop an increasing awareness that their feelings are affected by outside influences, but they can choose their responses. -Develop their ability to choose their behavior. -Learn that their sense of self worth increases when they impact others in healthy/positive ways.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Potential (Know.Self/Others)	-Realize that what they do today affects their tomorrow.	-Develop a greater awareness of the possibilities that lie ahead for them. -Continue to develop their sense of confidence. -Recognize that their choices can lead to increased possibilities or the limitation of possibilities.	
	Uniqueness	-Compare and contrast their abilities and disabilities with those of others.	-Learn that some differences are significant. -Learn to show compassion toward others.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing an appreciation of others.
	Emotions (Know.Self/Others)	-Compare and contrast their feelings and reactions with those of others.	-Learn that people who seem very different still experience the same feelings as everyone else. -Learn that they can affect other people's feelings in a helpful or hurtful way.	
	Respect	-Dramatize respectful self expression.	-Explore ways of expressing themselves in respectful ways.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing healthy interpersonal relationships.
	Belonging	-Recognize and label behavior/communication styles. -Compare and contrast benefits and dangers of belonging.	-Learn that there are various behavior/communication styles. -Learn to say "NO" without losing friends. -Acknowledge the desire to belong. -Learn about the benefits and dangers of belonging.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Assertiveness (Know.Self/Others)	-Dramatize refusal skills.	-Learn of the need to be "their own person". -Learn "resistance skills".	
	Choices	-Discuss the significance of choices they make.	-Recognize the increasing significance of the choices they make.	-According to the classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing the ability to make responsible independent decisions.
	Critical Thinking Consequences	-Hypothesize long range consequences of various choices. -Name the steps to decision making. -Discover factors which influence them.	-Begin to be aware that some consequences are not immediate, but long term. -Review steps to decision making. -Examine factors which influence decision making.	
	Standing Alone (Know.Self/Others)	-Learn that responsibility leads to freedom. -Resist group pressure.	-Understand that responsible decision making leads to greater freedom. -Understand the need to resist group pressure.	
	Self Protection (Know.Self/Others)	-Generalize resistance skills to all threatening situations.	-Learn to make their own decisions. -Learn ways to keep friends without going along with things that are wrong. -Learn assertiveness.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing a healthy independence from peer pressure.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	Positive Attitudes Toward School and Learning	-Appraise the long term benefits of school success. -Make judgements about the relationship between their behaviors and the learning process.	-Begin to see the relationship between school success now & success in life later. -Expand their understanding that learning is a cooperative effort. -Understand the relationship between their own learning behavior and the total classroom environment. -Recognize their personal responsibility in regard to their learning process.	-According to classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing good learning attitudes and habits.
	Study Skills (Car.Plan./Expl.)	-Assure time management and organizational skills.	-Begin to develop time management skills. -Learn basic organizational skills and study habits.	
	Individual Rights and Responsibilities	-Demonstrate responsible citizenship.	-Show responsibility in various settings. -Learn that protecting their own rights requires respect for the rights of others.	-According to the classroom teacher judgement in consultation with the child's parents, it will be determined if the child is developing qualities of good citizenship.
	Participation/ Cooperation/ Contribution		-Display an increased level of participation and cooperation. -Recognize the contributions they make in various settings.	
	Qualities of Good Citizenship (Car.Plan./Expl.)		-Understand that being a good citizen may require withstanding peer pressure.	

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
	World of Work (Car.Plan./Expl.)	-Explore the continuour change in career possibilities. -Identify reasons for work. -Discover how their interests, talents, and aptitudes relate to career possibilities.	-Understand that an enormous range of career possibilities exist and that new careers are being created all the time. -Gain greater understanding of how work meets their needs. -Explore their own interests, talents, and aptitudes. -Learn to explore careers in terms of their interests, talents, and aptitudes.	-Each child will develop a greater understanding of the world of work.

INDIVIDUAL PLANNING

Concern for student development in a complex society has been a cornerstone of the guidance movement since the days of Frank Parsons. In recent years the concern for student development has intensified as society has become even more complex. This concern is manifested in many ways, but perhaps is expressed most succinctly in a frequently stated guidance goal: Helping students become the person they are capable of becoming.

To accomplish the purposes of this component...., activities and procedures are necessary to assist students in understanding and periodically monitoring their growth and development. Students must come to terns with their goals, values, abilities, aptitudes, and interests (competencies) so they can continue to progress educationally and occupationally. Counselors and others with guidance responsibilities must be person-development and placement specialists.

Individual planning consists of activities that help students to plan, monitor, and mange their own learning and their personal and career development. The focus is on assisting students to develop analyze, and evaluate their educational, occupational, and personal goals and plans.1

At the elementary school level, the individual planning component of the comprehensive guidance program may be implemented through a variety of strategies. A few broad suggestions are listed here.

Individual Advisement

Counselors assist students to use self-assessment information along with personal-social, educational, career, and labor market information to help them plan for and realize their personal, educational, and occupational goals. (Gysbers, 1990, p. 17)

1. Support groups for students who failed the previous year
2. Individual or small group meeting with students who receive progress reports in a given marking period
3. Use of "Appropriate Life Skills Development" Checklist (see Appendix) to assess yearly development needs of individual students and plan to meet those needs through available school programs or referral
4. Implementation of the Instructional Support Team

Individual Assessment

Counselors assist students to assess and interpret their abilities, interests, skills, and achievement. The use of test information and other data about students is an important part of helping them develop immediate and long-range goals and plans. (Gysbers, 1990, p. 16-17)

1. Regularly scheduled standardized testing

2. Follow-up small group and/or individual meetings with students and parents to assist in interpreting resting results and using the information

3. Planned and implemented testing battery to gather information on students' abilities, behaviors, and achievement through tests, inventories, observations, interviews, and other procedures.

   The testing battery might include:

   A. a model of basic interviewing techniques
   B. a classroom environment assessment
   C. two behavior assessments
   D. two self-concept studies
   E. a personality inventory
   F. three comparative educational evaluations
   G. a screening device for children of alcoholics (Mader, 1992)

4. Functioning Child Study Team

Placement and Follow-Up

Counselors and other education personnel assist students to make the transition from school to work or to additional education and training. (Gysbers, 1990, p. 17)

1. Pre-registration and registration for kindergarten students and their parents

2. Orientation meeting for parents of new students at the beginning of the school year

3. Support group an/or individual meetings with new students in grades 1-5 during the first few months of the school year

4. Preparations of fifth grade students through the guidance curriculum for the transition to middle school

5. Coordination with middle school counselors of an orientation day at the new school

6. Schedules parent meetings, school newsletters, individual meetings, as necessary regarding curriculum changes and choices available at the middle school and the impact of these choices for future educational and occupational plans of students.

RESPONSIVE SERVICES

Responsive services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student initiated. Cooperation and support of the entire faculty and staff are essential for the effective implementation of responsive services, and this will be discussed further in the system support section. A comprehensive responsive services program which would meet the needs of the K-5 students in this school district, would include the following components of: individual counseling, small group counseling, consultation, and referral, are outlined in detail below.

Individual Counseling

Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of the rights, integrity, and welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided. Issues to be discussed may include:

1. academic failure
2. child abuse
3. divorce
4. grief/loss
5. suicide threats
6. sexuality issues
7. school adjustment/attendance
8. behavior problems
9. peer problems
10. substance abuse
11. family issues
12. self-esteem/identity
13. conflict resolution
14. decision-making skills
15. others, as deemed appropriate

Small Group Counseling

Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development. Groups may include, but are not limited to, the following:

1. Understanding personal values- Individuals benefit from a knowledge of those values important to them and how these values influence their decisions. Counselors can help their students in this process of examining "things important to them." This aid may be offered through group meetings, individual conferences, readings, or in-class activities. There is no attempt made to alter or change values but simply to help students understand more clearly their own values.

2. Adjustment to school- Counselors help students adjust to a new school setting by scheduling meetings with groups of students transferring from one building to another. These orientation meetings are frequently in conjunction with classroom teachers. Students new to the district transfer in throughout the school year. Programs sponsored by counselors are designed to help these students make the transition more easily.

   When teachers and students have difficulty getting along with each other, counselors may be helpful in resolving the problems. The student, parents, or the teacher may initiate the request.

3. Family Relation Groups- Counselors meet with students who have expressed difficulties in their families, either individually or in groups. Ideas for change and/or copying may be discussed. Referral sources may be identified to students and/or their parents.

4. Decision-Making Counseling- Counselors meet with groups and individuals to discuss systematic ways of making decisions based on the students' interest, abilities, values, and personal development. Consideration is given to alternative solutions and consequences before a decision is made.

5. Behavior Change Programs- Day dreaming, misuse of study time, disorganization, inappropriate peer interaction, disruptive behavior, poor school attendance, defiance of authority, poor health habits are only some of the student behaviors on which a counselor might focus in behavior and change program.

The inappropriate behaviors are identified through discussion with parents, teachers, and/or the student. A program is developed.

Consultation

Counselors consult with school staff, parents, and community agencies regarding strategies and resources necessary to meet the students needs: can be related to: situational, informational, or instructional needs. The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through staff-development activities.

Consultation is most effective when it is ongoing, and is involved with a wide range of organizations and individuals, both school-oriented and non-school-based.

1. Consultation with School Staff

    A. Sharing information with classroom teachers- Counselors and teachers share information about individual student needs. This exchange among follow professionals must always be considered private and confidential and is exchanged on a need-to-know basis.

    B. Counselor Knowledge of the normal pattern of growth and development (social, intellectual, and physical) is used to plan intervention strategies for the teachers to carry out.

2. Collaboration

    A. The counselor and the teacher identify the classroom needs.

    B. The counselor designs a program to meet the needs of the individual class or students.

    C. The counselor and the teacher modify the program based on its effectiveness.

    D. Team Meetings- Counselors develop procedures and plan programs to help team members with students.

    E. Curriculum Consulting- Counselors discuss with staff the effects current or purposed curriculum have on students.

    F. Principal's Advisory Committees- School wide planning includes counselors.

    G. Team Leader Meetings- Counselors work with teachers in planning.

H. Student Assistance Program Teams- Help identify and refer at-risk youth. (Refer to Appendix)

I. Liaison with Non-School Agencies- Counselors provide a liaison service with non-school agencies. The various services, agencies, organizations, and institutions are an essential part of a viable school system. Contacts may be on a referral or consultation basis or on an information exchange basis.

a. Information Sharing- Counselors share information with agencies which function formally as social or service organizations. The information is treated as confidential and district and legal guidelines are followed. Some of these agencies and services: The Bureau of Employment Security, Parks and Recreation, Police, Youth Services Bureau, Probation Office, County Employment and Training Agency, a local Physician and Mental Health personnel.

b. Continuing Contact- Contact is maintained with those community organizations which can provide information to students so they may make plans more wisely.

c. Parent Consultation- Counselors seek to enhance the level of parental involvement through:

1. Parent Education Workshops
2. Parent Consultation Center (information and family management training/literature)
3. In-Home Services Program
4. "Brief Family Intervention"- programs conducted by university practicum students.
5. Parent Support Groups (parents rotate facilitating role)

Referral

Counselors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include:

1. Mental Health Agencies- Drug/Alcohol issues, mental illness
2. Employment and Training Programs- "Career Day" focused on children
3. Vocational Rehabilitation- Special needs: vision/hearing/physical disabilities difficulties related to work
4. Juvenile Services- Law enforcement, Civil Law Education
5. Social Services- For potential placement

6. Special School Programs- Special or compensatory education. such as support education/instruction for pre-screening purposes. to assist in appropriate educational referral.

7. Crisis Intervention- Possible hospitalization. contact resource for other appropriate programs.

8. In-School Psychological Evaluation- referral would follow these guidelines:

    A. The teacher. principal. parent. or any party directly involved with the student may refer the child to the guidance counselor for academic testing.

    B. The classroom teacher fills out a referral form which consists of the childs' academic abilities in the classroom. The school nurse fills out one section of the form. indicating if there are any problems with vision. hearing or any other significant medical difficulties. The guidance counselor fills out a section indicating any measures that have been taken to remedy the problem and scores achieved from group intelligence and achievement tests.

    C. The guidance counselor will meet with the classroom teacher and/or parent to evaluate the situation and either:
        a. Perform the necessary remediations that are appropriate.
        b. Perform pre-screening via a Slosson I.Q. Test and a completion of current achievement and classroom levels.

    D. The parent is contacted and advised about the course of action that has been recommended. This may be a suggestion to perform academic testing on and individual basis by the guidance counselor and/or the school psychologist. A special behavioral or remedial plan may also be advised. If further testing is advised. the parents will be asked to sign a form giving permission to perform the academic testing.

    E. Upon completion of these tests. the guidance counselor will report the results to the building principal. teacher(s). and parent(s). At this time. a decision will be made whether to call for a Child Study Team (CST) meeting. in order to evaluate the child's academic strengths and weaknesses. The team consists of the classroom teacher. principal. guidance counselor. and other teachers directly involved with the student. Each person on the team provides input as to what they feel the child's strengths and weaknesses are.

    F. If the results from the meeting indicate that a psychological is in order. the psychologist will perform the evaluation as soon as possible.

    G. Upon completion of the psychologist's evaluation. a parent conference is set up to relate the test results.

H. The psychologist will inform both guidance and the building principal of test results. If the child is non-exceptional, a parent conference will be scheduled by the principal and/or the guidance counselor.

I. The Multidisciplinary Team Meeting (MDT) is then scheduled. This involves those individuals from the CST and School Psychologist. Recommendations are made, and a consensus is reached. These recommendations are then presented to the parents.

J. If the child is exceptional, an Individualized Educational Plan (IEP) packet needs to be filled out by the child's current teacher. After completed , the IEP information will be sent to the special education teacher to develop the IEP.

K. A parent conference will then be arranged by the principal and/or guidance counselor to present the parents with the results and to secure their legal permission for placement. The Notice Of Recommended Assignment (NORA) and IEP must be signed at this time.

L. After all the necessary papers are signed and documented, the child can be placed in a special education class or receive services.

SYSTEM SUPPORT

Management Activities

The administration and management of a comprehensive guidance program require an ongoing support system. That is why system support is a major program component. Unfortunately, it is often overlooked or only minimally appreciated (Gysbers, p. 18)." And yet, the system support component is as important as the Guidance Curriculum, the Individual Planning, and the Responsive Services. Without continuing support, these other three components of the guidance program will be ineffective.

Management activities on the elementary school level would include two major blocks of time devoted to adjusting for the needs of effective teams working with students. The first activity would be monthly team maintenance meetings for the elementary advisory committee, i.e. staff members from various grade levels and the elementary school counselors. The second activity would involve the school counselor teaming with each grade level teaching group in bi-weekly sessions regarding updates on needs of individual students.

Also included in the system support component are activities that support programs other then guidance. These activities could include counselors being involved in the school teaming program (helping interpret test results for use by teachers, parents, and administrators), serving on departmental curriculum committees (helping interpret student needs data for curriculum revision), and working with school administrators (Gysbers, p. 19).

Consultation

In designing the comprehensive guidance program the authors agree with John J. Schmidt (1991) that typically, consulting is viewed as a process that:

1. Helps teachers learn about the needs of individual students, adjust instructional strategies to benefit classes of students, and identify resources to improve student learning.
2. Teams counselors and teachers in an effort to examine the curriculum and make instructional plans to increase learning opportunities for all children.
3. Provides instruction for all students about developmental issues, personal growth, peer relationships, learning, and other important topics.
4. Assists parents with information about their children and ways to support learning and development.

5. Collaborates with other school and community professionals to design strategies to enhance student development.

6. Offers information to students to help them with educational and career decisions.

7. Enhances professional development: Counselors involved in regularly updating their professional knowledge and skills through consultation and collaboration.

Community Outreach

Included in this area are activities designed to help counselors become knowledgeable about community resources, referral agencies, field trip sites, employment opportunities, and the local labor market. This may involve counselors visiting local businesses and industries and social services agencies. Examples of community outreach on the elementary level could involve such activities as:

1. Working with a local grocery store to allow elementary students use of paper bags to advertise school events or to illustrate book reviews then return bags to the store for customers to carry home.

2. Use of the elementary building for community organizations to meet such as scout troops.

3. A fifth grade career day that invites business people from the community to come in and share their occupations.

4. Send school counselors to public organization meetings and school board meetings to share information about schools' comprehensive program.

When the school staff embraces the community, they learn about the varying cultures within, and invite families to become an integral part of their children's education.

Public Relations

The public relations portion of the comprehensive counseling program involves orienting staff and the community to the complete program through such means as newsletters, local media, school-community presentations and brochures. Included in the outreach are parenting classes, as well as parent volunteer programs and "Reading Grams and Gramps" working within the elementary school.

ELEMENTARY GUIDANCE COUNSELOR*

Primary Responsibilities

As a member of the Guidance Department, the primary function of a Guidance Counselor is to provide a comprehensive guidance program for students in grades kindergarten through fifth in the classroom and specifically provide activities to meet the needs of their assigned caseload: consult with teachers, staff, parents, and administrators to enhance their effectiveness in helping students and to provide support to all of the various educational programs designed to enhance the academic, social, and emotional well-being of the Elementary School students. The following allocations of time are suggested as necessary to support the delivery of comprehensive developmental guidance services.

Guidance Curriculum	35-45%
Individual Planning	5-10%
Responsive Services	30-40%
Systems Support	10-15%
Non-Guidance	0%

Major Job Responsibilities

1. Implement the Elementary guidance curriculum. Guide and counsel groups and individuals through the development of educational and career plans.
2. Counsel small groups and individual students who are having emotional, social, or academic developmental problems.
3. Consult with teachers, staff and parents regarding meeting the developmental needs of students. Working as a team to solve problems using means that are beneficial to all.
4. Make referrals to appropriate community resources for severe problems.
5. Participate in and initiation of activities which contribute to the effective operation of the school.
6. Evaluation and revision of the guidance program.
7. Pursuit of professional growth.

Key Duties

1. Implementation of the Elementary School Guidance Program

   A. Counselors will conduct the guidance program in the classroom as planned in conjunction with school administrators and teachers. Counselors will act as consultants and resources

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persons to facilitate the infusion of guidance principles into the regular education curricula.

2. Guide and counsel groups and individuals through the development of educational and career plans.

   A. Counselors will provide orientation activities for students new to the school: participate in orientation programs for incoming parents and students: assist students in the transition from grades 5 to 6. inform students and parents of test results and their implications for educational and career planning; and provide resources and information to assist in further career awareness and career exploration activities.

3. Counsel small groups and individuals who are having social, emotional, or educational problems.

   A. Counselors will conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the Elementary School level may include self-awareness, self-identity, study skills, behavior management, peer relationships, family relationships, child abuse, substance abuse, suicide, cross-cultural issues, etc.

4. Consult with teachers, staff, and parents, regarding meeting the development needs of students.

   A. Counselors will participate in teamings: conduct in-service programs for faculty, and staff: conduct and facilitate conferences with teachers, students, and parents: conduct parent education programs; assist families with school related problems.

5. Make referrals to outside agencies for students with severe problems.

   A. Counselors will consult with in-district and community resources including Children and Youth Services, Mental Health providers, school psychologists, Intermediate Unit staff, school nurses, community physicians, etc. Counselors will also coordinate the treatment plans of these agencies to facilitate coordination of services and wholistic planning for youth who are involved with the school and outside agencies.

6. Participate in and initiation of activities which contribute to the effective operation of the school.

   A. Counselors will interpret test results: establish effective liaisons with the various instructional departments. act as an advocate for individual students as appropriate. assist in the placement of students with special needs into appropriate educational levels. participate in the district testing program. conduct public relations activities. create grant and funding for special programs applicable to guidance activities.

7. Evaluation and revision of the guidance program.

   A. Counselors will periodically review the guidance program with staff, administration, and guidance personnel from the Middle and High School levels, participate in a self-study; review and modify the program based on the results of self-study, maintain a five-year plan for future activities and goals.

8. Pursue professional growth.

   A. Counselors will attend national, state, and local staff development programs; participate in professional organizations; read professional journals; attend relevant workshops and conferences, take Doctoral courses, author journal articles, present conference workshops, network with counseling staff from other districts, participate in peer supervision.

** Three forms are given at the end of this section to be used to assist in evaluating the guidance counselor.

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FORMATIVE OBSERVATION FORM

Counselor	Date	School
Time Entered	Time Leaving	Observer

Performance Areas:

1. Implements the Guidance Curriculum component through effective instructional skills and the careful planning of group sessions for students. (classroom activities, group activities)
2. Implements the Individual Planning component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.).
3. Implements the Responsive Services component (consultation, personal counseling, crisis counseling and referral skills).
4. Implements the System Support component through effective program monitoring and management.
5. Establishes effective professional relationships.
6. Fulfills professional responsibilities.

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

SUGGESTIONS FOR WRITING JOB TARGETS

Counselor	Date	School

1. **Performance Area:**
   State here the performance area.

2. ***Criterion:**
   State a specific criterion such as, "selection of individual planning activities consistent with identified student needs."

3. **Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)**
   State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **Procedures for achieving objective(s): (Explanation of counselor and administrator responsibilities)**
   Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **Appraisal Method and Target Dates:**
   How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **Counselor's Comments:**
   Provide the counselor with the opportunity to share his/her thoughts.

7. **Evaluator's Comments:**
   Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved:__________________________

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

JOB TARGET SHEET

Counselor	Date	School

1. Performance Area:

2. *Criterion:

3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)

4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)

5. Appraisal Method and Target Dates:

6. Counselor's Comments:

7. Evaluator's Comments:

Counselor's Signature/Date

Evaluator's Signature/Date

Date Objective Achieved:________________________________

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

APPENDIXES

for the

Elementary School Guidance Program

INDIVIDUAL CAREER PLANNING AT THE ELEMENTARY LEVEL

Instructions:

This activity is intended to help counselors monitor and strengthen individual student achievement of the student career development competencies and indicators and to assist in developing an educational and career plan.

1. It is recommended that an "Individual Career Plan" be maintained for each student throughout the elementary school experience.

2. The counselor or teacher/advisor to whom a student is assigned should be responsible for meeting with the students to develop, review, revise, and implement the plan.

3. As part of an end-of-year evaluation, the student's level of success in attaining each competency should be recorded by the counselor.

INDIVIDUAL CAREER PLANNING
AT THE ELEMENTARY LEVEL

Name ______________________________
School ______________________________

1. My best characteristics are:

2. My main likes and dislikes are:

3. My strongest abilities are:

4. When I grow up, I think I would like to work as a:

5. To be a good student, I need to do the following things:

6. To become the kind of person and citizen I want to be, I have fully achieved the following career development competencies and perform all identified indicators. (Write in the month and year when fully achieved.)

Competency	Date
- Knowledge of the importance of a self concept to development.	________
- Skills for interacting with others.	________

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- Awareness of the importance of emotional and physical development career decision making. ____________
- Awareness of the importance of educational achievement to career opportunities. ____________
- Awareness of interrelationship of work and learning. ____________
- Awareness of skills for understanding and using career information. ____________
- Awareness of the interrelationship of responsibility. good work habits. and career opportunities. ____________
- Awareness of how careers relate to the needs and functions of society. ____________
- Understanding of how to make decisions and choose alternatives related to tentative educational and career goals. ____________
- Awareness of the interrelationship of life roles and careers. ____________
- Awareness of different occupations and changing male/female roles. ____________

7. I will participate in the following home. school. and community activities to help myself develop the characteristics. habits. and skills I need and want:

SIGNATURES:

1. Student ____
2. Parent ____
3. Counselor ____

IST APPROPRIATE LIFE SKILLS DEVELOPMENT - FIRST GRADE

Student's Name: ______________ Teacher: _______________ Date: _________

Please indicate where this child is functioning compared to the average child in your class.

I. SOCIAL INTERACTION	Never	Sometimes	Usually	Always	N/A
Shares					
Plays/works cooperatively					
Maintains friendships					
Respects authority					
Handles change easily					
Follows rules					

II. SELF CONCEPT	Never	Sometimes	Usually	Always	N/A
Tolerates differences between self and others					
Displays appropriate emotions					
Displays self control					
Participates voluntarily					
Works independently with confidence					
Regular in attendance					

III. COMMUNICATION SKILLS	Never	Sometimes	Usually	Always	N/A
Speaks freely to adults					
Expresses feelings					
Uses appropriate vocabulary					
Speaks in complete sentences					
Conveys important information- home, school					
Asks for help when necessary					

IV. DECISION MAKING	Never	Sometimes	Usually	Always	N/A
Displays common sense					
Makes appropriate choices					
Follows through once a decision is made					

1. Are you aware of any life crisis this student is experiencing? _____ Yes ______ No
2. Has this student experienced any loss that you are aware of? _____ Yes ______ No
3. Do you have relevant information concerning this child's family situation? _____ Yes _____ No

***IF YOU HAVE ANSWERED YES TO ANY OF THESE QUESTIONS, PLEASE DISCUSS IT WITH THE SUPPORT TEACHER.**

IST APPROPRIATE LIFE SKILLS DEVELOPMENT - SECOND GRADE

Student's Name: ______________ Teacher: ______________ Date: ________

Please indicate where this child is functioning compared to the average child in your class.

I. SOCIAL INTERACTION	Never	Sometimes	Usually	Always	N A
Respects others and their property					
Makes friends easily					
Shares					
Respects authority					

II. SELF CONCEPT	Never	Sometimes	Usually	Always	N/A
Exhibits self-confidence					
Handles making mistakes appropriately					
Regular in attendance					
Positive self image					

III. COMMUNICATION SKILLS	Never	Sometimes	Usually	Always	N/A
Shows verbal maturity					
Expresses feelings/ideas					
Participates in discussions					
Asks for help when necessary					

IV. DECISION MAKING	Never	Sometimes	Usually	Always	N/A
Makes appropriate choices					
Accepts consequences					
Displays common sense					
Displays self-control					

1. Are you aware of any life crisis this student is experiencing? _____ Yes _______ No
2. Has this student experienced any loss that you are aware of? _____ Yes _______ No
3. Do you have relevant information concerning this child's family situation? _____ Yes _____ No

***IF YOU HAVE ANSWERED YES TO ANY OF THESE QUESTIONS, PLEASE DISCUSS IT WITH THE SUPPORT TEACHER.**

IST APPROPRIATE LIFE SKILLS DEVELOPMENT - THIRD GRADE

Student's Name: ____________ Teacher: ____________ Date: ________

Please indicate where this child is functioning compared to the average child in your class.

I. SOCIAL INTERACTION	Never	Sometimes	Usually	Always	N/A
Gets along with other students					
Respects others (peers/adults)					
Makes friends easily					
Able to share with others					
Follows rules in school and at play					

II. SELF CONCEPT	Never	Sometimes	Usually	Always	N/A
Willing to participate					
Not afraid to try new things					
Aware of daily routine					
Handles making mistakes appropriately					
Displays confidence in self					
Regular in attendance					

III. COMMUNICATION SKILLS	Never	Sometimes	Usually	Always	N/A
Verbal maturity is within the norms of the classroom					
Expresses emotions appropriate to situations					
Expresses needs and wants					

IV. DECISION MAKING	Never	Sometimes	Usually	Always	N/A
Makes appropriate choices					
Accepts responsibility for a decision					
Accepts consequences of a decision					
Recognizes a decision's impact on others					

1. Are you aware of any life crisis this student is experiencing? _____ Yes _____ No
2. Has this student experienced any loss that you are aware of? _____ Yes _____ No
3. Do you have relevant information concerning this child's family situation? _____ Yes _____ No

***IF YOU HAVE ANSWERED YES TO ANY OF THESE QUESTIONS, PLEASE DISCUSS IT WITH THE SUPPORT TEACHER.**

IST APPROPRIATE LIFE SKILLS DEVELOPMENT - FOURTH GRADE

Student's Name: ______________ Teacher: ______________ Date: ________

Please indicate where this child is functioning compared to the average child in your class.

I. SOCIAL INTERACTION	Never	Sometimes	Usually	Always	N/A
Gets along well with peers					
Respects authority					
Can make/maintain friendships					
Participates in classroom activities					
Functions as a leader as well as team player					

II. SELF CONCEPT	Never	Sometimes	Usually	Always	N/A
Cheerful, enthusiastic					
Shows pride in work					
Honest					
Tries, puts forth effort					
Regular in attendance					
Self-motivation					
Dependable					
Exhibits self-control					
Interested in expanding knowledge					

III. COMMUNICATION SKILLS	Never	Sometimes	Usually	Always	N/A
Expresses self effectively in written form					
Expresses feelings in acceptable ways					
Can initiate and participate in a conversation					
Expresses self effectively in verbal form					

IV. DECISION MAKING	Never	Sometimes	Usually	Always	N/A
Distinguishes between right and wrong					
Able to analyze consequences of given action					
Accepts consequences					
Knows when to ask for adult help					
Not easily swayed by peers					

1. Are you aware of any life crisis this student is experiencing? Yes ____ No ___

2. Has this student experienced any loss that you are aware of? Yes ____ No ___

3. Do you have relevant information concerning this child's family situation?
Yes ___ No __

***IF YOU HAVE ANSWERED YES TO ANY OF THESE QUESTIONS. PLEASE DISCUSS IT WITH THE SUPPORT TEACHER.**

RESPONSIVE SERVICES EVALUATION FORM

Date: ___________

1. Major Activity: ______________________________

2. Grade Level: ______________________________

3. Resource Required: ______________________________

4. Time Frame: ______________________________

5. Results (evaluation/documentation): ______________________________

6. Student Outcome (if applicable): ______________________________

BEHAVIOR CHECKLIST

Student ______________________________

Grade ________________________________

Please check the appropriate responses in each section and add comments when needed for clarity. The more specific the information (including dates), the more useful it is to the study. Items in parenthesis may indicate potential mental health problems or suicidal tendencies. Space is provided at the end for any further comments or observations.

A. Academic Performance

____ Present grade
____ Drop in grades, lower achievement
____ Decrease in class participation
____ Failure to complete assignments
____ Short attention span, easily distracted
____ Poor short-term memory, i.e. can't remember from one day to another
____ (Extremely perfectionistic achiever)
____ Unprepared for class (class materials)

B. School Attendance (List dates beside area)

____ Absenteeism ____________________
____ Tardiness ____________________
____ Cutting class ____________________
____ Frequent visits to health office
____ Frequent visits to counselor's office
____ Detention (reasons) ______________
____

COMMENTS:

C. Disruptive Behavior

____ Defiance of rules
____ Irresponsibility, blaming, denying
____ Fighting
____ Cheating
____ Sudden outbursts of anger; verbally abusive to others
____ Obscene language, gestures
____ Attention-getting behavior
____ Crying
____ Extreme negatives
____ Hyperactivity, nervousness
____ (Was conformer, then began acting out)
____ (Exhibits daredevil or self-abusive behavior)
____ (Bizarre, sophisticated or unusual sexual behavior or knowledge)

D. Atypical Behavior

____ Change in friends
____ Erratic behavior
____ Sudden popularity
____ Constant adult contact
____ Older social group or significantly younger
____ Sexual behavior in public
____ Disoriented
____ Unrealistic goals
____ Inappropriate responses
____ Depression
____ Seeking adult advice without specific problem
____ Defensive
____ Withdrawn, difficulty in relating to others
____ Talks freely about drug abuse
____ (Expresses a desire to die)
____ (Leaves poems, drawings, writing with death themes to be found)
____ (Expresses hopelessness, helplessness, worthlessness and confusion)
____ (Sighs or cries often)
____ (Has given away prized possessions)
____ (Relentless pursuit of thinness while never being thin enough)
____ (Preoccupation with food, calories, dieting, cooking and nutrition)
____ (Strict dieting followed by eating binges)
____ (Unwilling to change for gym)
____ (Excessive bathroom use)
____ (Secret vomiting possible)

COMMENTS:

E. Physical Symptoms

____ Deteriorating personal appearance
____ Sleeping in class
____ Frequent cold-like symptoms
____ Unsteady on feet
____ Smelling of alcohol or marijuana
____ Frequent complaints of nausea or vomiting
____ Glassy, bloodshot eyes
____ Slurred speech
____ Unexplained, frequent physical injuries
____ (Becomes preoccupied with personal health)
____ (Has visited physician within the past three or four months)
____ (Menstrual irregularity or loss of menstrual period)
____ (Fatigue or listlessness)
____ (Denial of hunger)
____ (Abnormal weight loss)
____ (Complains of being chilled)
____ (Constipation, use of laxatives)
____ (Skin rash, dry skin)
____ (Loss of hair and nail quality)
____ (Unexplained bruises or soreness in gential area)

F. Illicit Activities

____ Vandalism
____ Involvement in thefts and assaults
____ Possession of paraphernalia
____ Possession of drugs
____ Selling drugs
____ Carrying a weapon

G. Extra Curricular Activities

____ Loss of eligibility
____ Missed practice without substantial reason
____ Dropped out
________________ Name of Activity

H. Home Problems

____ Family problems
____ Runaway
____ Job problems
____ (Afraid to go home; reports injury by adult)
____ (Reports absence of caregiver)
____ (Reports inappropriate touching or assault by caregiver)
____ (Attempts to control family eating habits)
____ (Extreme manipulation of family and friends)
____ (Family support network is small or nonexistent)

COMMENTS:

Elementary Component
Support Services

READING GRAMS AND GRAMPS

WHO: Any grandparent who would like to come to the elementary school to read to children.

WHEN: The program will begin in the elementary cafeteria.

9:00 AM Welcome and Orientation by the Principal and Assistant Principal.

9:10 AM **Reading Grams and Gramps** will each select a book from our special box to read to a class.

9:40 AM Our **Reading Grams and Gramps** will have personal guides to take them to classrooms where they will read to children.

10:15 AM **Reading Grams and Gramps** may arrange another time with the teacher to come back an read again.

Do YOU want to be a **Reading Gram or Gramps?** We hope so !! Please call or send in a note with your grandchild.

Senior citizens can enrich learning in the classroom by sharing experiences that span decades of history making events. Personal examples from their own childhood or a new perspective to a story bring valuable insight to many discussions. They can also model traditional values. such as honesty and compassion that are so important for impressionable young minds. The bond that often forms between senior citizens and a class builds self-worth for everyone involved. It creates a relationship that is as rewarding for volunteers was is it is for the children they influence.

RESOURCE MATERIALS FOR ELEMENTARY SCHOOL GUIDANCE CURRICULUM

1. "Being A Friend" Storybook, AGS, Inc.
2. Building Self-Esteem, Consulting Psychologists Press, Inc.
3. Comprehensive Health Education Foundation
4. DUSO AGS, Inc.
5. Filmstrip Series - "How Do I Feel!"
6. Filmstrip Series - "Learning To Use Your Mind"

   "Patch The Pony"

   "Think Aloud Program"

   Research Press
7. "Getting Along With Others" Research Press
8. Here's Looking At You 2000
9. McGruff's Drug Prevention and Child Protection Program
10. Puppet Productions, Inc.
11. Serendipity Books
12. Super Me Activity Books
13. "The Berenstein Bears Learn About Strangers"
14. "The Same Inside" Video
15. "Vultures" Video
16. "Why We Work" Video

The
Middle
School
Guidance
Program

Middle School Guidance Program

I. Guidance Curriculum 1m

- A. Activities (6-8)

II. Individual Planning 14m

- A. Advisement
- B. Assessment
- C. Placement and Follow-Up

III. Responsive Services 16m

- A. Individual and Small Group Counseling
  - 1. Suicide
  - 2. Tragic Event Response
- B. Consultation
- C. Referral

IV. System Support 21m

- A. Management Activities
- B. Consultation
- C. Community Outreach
- D. Public Relations

V. Job Description 24m

- A. Job Outline
- B. Evaluations

VI. Appendixes 30m

- A. Suicide Risk Scale
- B. Tragic Response Plan

GUIDANCE CURRICULUM

The Guidance Curriculum component is designed is such a way so that all students can learn in a sequential pattern. Guidance counselors, teachers, and administrators, are involved in the presentation of various materials using a number of different techniques, methods, and resources. Students at the Middle School level are presented with materials that will provide them with knowledge of normal growth and development, promote their positive mental health, and assist them in acquiring and using life skills.

The focus of the Guidance Curriculum is on both classroom activities and group activities. Care should be taken in both settings to include activities involving special populations as well as minority students. Services should be coordinated with special education and classroom teachers. When possible, guidance activities should be infused into regular classroom instruction, including as many subjects as possible.

Structured Groups

Group activities will be used primarily in two ways. Large groups will be organized for such sessions as career and educational days as well as student orientation. Depending on the topic to be covered, these sessions may be conducted by counselors, teachers, administrators, or a combination of these.

Classroom Presentations

Counselors teach, team teach, or support the teaching of guidance curriculum learning activities in the classroom or other suitable school facility. Classroom activities are developed around the areas of Knowledge of Self and Others, Educational and Vocational Development, and Exploring and Planning for Careers. Suggested topics for classroom guidance activities should include, but not be limited to, the following:

1. Knowledge of Self and Others

    A. Understanding and Accepting self- Students are guided in examining their own ideas, feelings, and values. Emphasis is placed on understanding how thoughts and feelings affect behavior as well as understanding the actual physical and emotional changes that are a part of growing up.

    B. Understanding and Accepting Others- Lessons should include examining physical, mental, racial, cultural, religious, and social differences as well as similarities. Through the use of role play, group discussions, and group problem-solving techniques, students should come to understanding and appreciating problems with differences.

C. Learning About Family Relationships- Activities should center on getting along with other family members (including step-parents, guardians, step-brothers, step-sisters, etc.), family responsibilities, and programs commonly arising in families.

D. Decision-Making Skills- Students will learn to identify problems, find possible solutions, set goals, make decisions, and accept responsibility for those decisions.

2. Educational and Vocational Development

A. Improving Study and Learning Skills- Sessions will address the areas of organizing time, listening carefully and asking questions in class, taking notes, and organizing class and homework materials. Other classes should deal with stress and test anxiety and possible solutions.

B. Success in School- Topics should include defining 'success' for each student and setting appropriate goals.

C. Learning from Failure- Students will see the difference between "failing" and "being a failure." Examples from real life, including famous "failures", will reinforce these lessons.

D. Planning for School and Beyond- Students will examine possible options including college, vocational school, and the military.

3. Career Planning and Exploration

A. Exploring and Planning for Careers- For older Middle School students, computer programs (Discover and others), filmstrips, and other materials will be used to explore students' interests and abilities as they relate to career choices and coordinate course choices with career plans. Field trips to local high schools, colleges, vocational schools, and universities might be used to enhance these sessions.

B. Choosing Nontraditional Classes and Careers- Students will learn that all classes and jobs are acceptable for both sexes. Handling disapproval and discrimination will be a part of these sessions.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
2 sessions	Family Relationships (Know.Self/Others)	Group work: As a group: -Draw a family. -List responsibilities of various family members. -Explain drawing to class. Class discussion: -Discuss changing perception of family (step, extended).	-Understand the similarities and differences between families. -Understand responsibilities of each family member. -Comprehend changing family dynamics.	-Students' self-report functioning within the family.
1 session	Success in School (Ed./Voc.Dev.)	Group work -Have groups decide what determines "success". -Help students develop appropriate goals.	-Determine individual criteria for "success". -Formulate both short-term and long term goals. -Begin working toward reaching set goals.	-Each student will set two goals which should be reachable by the end of the school year. They should be written down and checked at the end of the year.
1 session	Coping with Stress (Know.Self/Others)	Group work: -Students define stress / identify 5 types of stress they might experience. -Discuss social ways to deal with stress.	-Learn that stress is a part of everyday life. -Learn that too much "bad" stress can result in loss of control or emotional or physical illness. -Learn when professional help is needed and how to obtain it. -Learn positive uses of stress.	-Observable behavior in stress-producing situations.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
2 sessions	Vandalism, Steal- Stealing, and Lying (Know.Self/Others)	Filmstrips: "Vandalism, Stealing, Lying, and Hurting People" -- Learning Free Filmstrips. Group activity: -Discuss the specific consequences of taking selected actions (ie. shoplifting, taking a traffic sign, etc.).	-Demonstrate acceptable values and beliefs regarding vandalism, stealing, and lying. -Become more responsible in terms of attitudes and behaviors.	-Attitude checklist developed by counselor or teacher.
3 sessions	The World of Work (Car.Plan./Expl.)	-Filmstrips. -Outside speakers. -Discussion of possible careers and education necessary to pursue them.	-Gain knowledge and appreciation of the world of work. -Learn education requirements for specific careers. -Learn advantages and disadvantages of various jobs.	-Students will demonstrate knowledge during classroom discussions.
1 session	Orientation to 7th Grade (Ed.Voc.Dev.)	-Tour 7th grade classrooms. -Schedule classes for next year. -Discuss new areas of responsibility.	-Learn to make the adjustment between elementary and junior high school. -Learn to begin making decisions toward academic goals. -Learn to handle school activities in a more mature manner.	-Teachers and counselors will observe how students handle the adjustment to 7th grade.

Middle School Curriculum
(6th Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
1 session	Counselor Orientation (Ed./Voc.Dev.)	-Meet with counselor. -Discuss reasons to see a counselor. -Survey of student needs.	-Become familiar with the counselor. -Build rapport with the counselor. -Understand when counseling may be necessary. -Learn where to get help.	-Success will be determined through consultation with classroom teachers and the students' use of counseling services.
2 sessions	Acceptance of Self and Others (Know.Self/Others)	-Discussion of similarities and differences. -Group discussion. -Role play situations.	-Understand their own values. -Accept their own strengths and weaknesses. -Accept themselves both physically and mentally.	-The counselor, in consultation with the teachers, will determine if students have reached appropriate goals.
2 sessions	Peer Relationships (Know.Self/Others)	-Counselor-devised game/making friends. -Filmstrip "Breakfast Club". -Communicate feelings and thoughts within the group.	-Learn the qualities of a friend. -Learn how to make and keep friends. -Learn how to assess the value of friendship.	-Teacher observation will determine if students are interracting appropriately with classmates.
2 sessions	Peer Pressure (Know.Self/Others)	-Learning to say No. -Outside speakers (ie. police officer). -Discuss areas where peer pressure can be harmful (drugs, alcohol, shoplifting etc).	-Become familiar with the negative effects of peer pressure. -Learn to resist peer pressure. -Develop self-confidence and independence.	-Students will exhibit self-confidence and independence as observed by teachers and parents.

Middle School Curriculum
(7th Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
1 session	Counselor Orientation (Ed./Voc.Dev.)	-Meet with counselor. -Go over student handbook including schedules, department policy, etc. -Question and answer session.	-Students will become familiar with all school rules and policies. -Students will know where to find answers to questions regarding school.	-Teacher and counselor observation.
2 sessions	Study Skills (Ed./Voc.Dev.)	-Pre- and post- tests on study habits. -Groups develop and demonstrate study tips (ie. use of flash cards, tape recorders, etc.). -Filmstrips.	-Learn that there are many ways to study. -Learn how to set up a proper study environment. -Learn that learning may be verbal, auditory, kinesthetic.	-Pre- and post- test. -Teacher and parent observation of improved study habits.
2 sessions	Test Taking (Ed./Voc.Dev.)	-Describe various types of tests. -Relate tests in school to tests on the job. -Give students sample tests of various types along with test-taking strategies.	-Learn that there are many types of tests. -Learn how to use different strategies for each type of test.	-Teacher observation and improved test-taking skills as shown on actual classroom tests.
1 session	Self-Esteem (Know.Self/Others)	-Drawing "What is Special About Me" -List strengths and positive attributes.	-Exhibit increased self-confidence. -Accept themselves as they are. -Recognize and accept both strengths and weaknesses.	-Observation by counselor and teachers in consultation with parents.

Middle School Curriculum
(7th Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
1 session	Awareness and Acceptance of Feelings (Know.Self/Others)	-Discuss effective ways to communicate feelings & thoughts. -Small group: List feelings that are common to group members (male and female. Report to larger group. -Compare findings.	-Recognize that others share their feelings. -Be more willing to honestly communicate their feelings with others. -Learn effective ways to communicate their feelings.	-Observation by counselor and teachers.
2 sessions	Conflict Resolution (Know.Self/Others)	-Role Play: -Students react to counselor-created situations. -Students develop and videotape their own conflicts and resolve situations. -Group discussion.	-Learn to effectively resolve conflicts. -Share ideas with the group. -Learn where to get help when handling conflicts. -Respect the ideas of others even though they may be different.	-The students will effectively resolve conflicts as they arise in daily classroom settings.
2 sessions	Family Responsibilities (Know.Self/Others)	-Family Sculptives: -Have students choose other students to represent family members and place them as they would be if they were sculpture. -Discuss why the students place people as they do. -Discuss family responsibilities as well as causes of problems.	-Learn how to get along with other family members. -Learn how to help with family responsibilities. -Learn how to help ease problem situations.	-Self-reporting by the students themselves. (Questionnaire)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
1 session	Decision-making Skills (Know.Self/Others)	-Students are presented with hypothetical situations and must find the "real" problem. -Discuss possible solutions. -Have students find the "best" solution to a problem from several possibilities.	-Be able to identify the real problem in a given situation. -Be able to develop a number of possible solutions. -Evaluate their decisions honestly. -Be able to change a "bad" decision. -Accept responsibility for their decisions.	-Observation of decision-making skills as used in classroom situations.
1 session	Drugs and Alcohol (Know.Self/Others)	-Representative from local drug task force (video, explanation of effects of drug use, etc.). -Discussion of how to say "NO".	-Learn effects of drugs and alcohol on the body. -Know the penalties for drug and alcohol use. -Learn how to resist peer pressure. -Know where to go for help when necessary.	-Quiz following session.
2 sessions	Exploring Career Options (Car.Plan./Expl.)	-Library: -Explore resources pertaining to careers. -Computer Lab: -Use programs such as "Discover" to explore careers. -Make use of outside speakers (parents with various occupations may be used).	-Know to to explore several careers. -Understand the preparation needed to specific career choices. -Learn how to begin preparing for a career.	-In conjunction with an English or Social Studies class, assign a report dealing with career exploration.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
1 session	Scheduling for 8th Grade (Ed./Voc.Dev.)	-Students must choose classes for next year.	-Students will make wise academic decisions based on their interests and abilities.	-Copy sent to parents for their approval.

Middle School Curriculum
(8th Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
1 session	Counselor Orientation (Ed.Voc.Dev.)	-Meet with counselor. -Go over student handbook. -Question and answer session.	-Students will become familiar with all school rules and policies. -Student will adapt to the 8th grade environment.	-Teacher and counselor observation.
2 sessions	Study and Test-Taking Skills (Ed./Voc.Dev.)	-Choose sample tests from 8th grade teachers as examples for discussion. -Use various methods to have students learn created pieces of information. -Give pre- and post-tests to evaluate study skills. -Use students' textbooks to point out methods of study (bold face, charts, graphs, review, questions).	-Learn a variety of study skills. -Know how to create a good environment for study. -Understand the importance of tests. -Learn specific techniques for taking each type of test.	-Pre- and post-test results.
4 sessions	Multicultural Issues (continued on page 9)	-Filmstrips: Group (groups of 4 or 5) -Students discuss theoretical situations regarding "Problems with Differentness" (race, culture, values and beliefs, dress, money, education, etc.)	-Learn to understand and appreciate their own and other's cultures. -Learn to accept differences in people. -Recognize similarities between people of different cultures.	-Teacher observation of interaction among students.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
	Multicultural Issues (continued) (Know.Self/Others)	-Small grups report conclusions and suggestions to the larger group. -Have students who are willing share their own cultural beliefs with the group to develop further understanding.		
2 sessions	Values Clarification (Know.Self/Others)	-Establish a personal list of priorities, discuss them. -Compare list with another student. -How it it different? -How is it similar?	-Be able to set priorities. -Examine their values and beliefs. -Have confidence in their own choices. -Be able to support their choices.	-Evaluation of classroom participation in discussions.
2 sessions	Learning About Junior High School (Ed./Voc.Dev.)	Have some ninth graders speak to the group. Question & Answer session. Discuss students' expectations about junior high. Explain requirements of junior high. Stress importance of doing well academically.	-Learn what will be expected of them in Jr. High School. -Hear another student's point of view. -Understand the changes and challenges of Jr. High School.	-Group discussion with HR teacher following counseling sessions. -Teacher report of student feedback.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
2 sessions	Planning For A Career (Car.Plan./Expl.)	-Students will use career materials available in the library to write a short report on the career of their choice. Included should be such things as salary, working conditions, duties, educational requirements, etc. -Brief reports should be made to the larger group.	-Be able to accurately research a career. -Determine if a career fits their interests and abilities. -Learn how to plan their academic program.	-Evaluation of report by counselor or teacher.
2 sessions	Learning About Myself (Know.Self/Others)	-Session 1 - Administration of selected interest inventories. -Session 2 - Interpretation and discussion.	-Learn about their interests. -Learn about different activities, sports, and hobbies in which to get involved. -Become aware of various leisure activities suitable for now and later.	-Self-report by students.
1 session	Non-traditional Careers (Car.Plan.Expl.)	-Visit to vocational school or local businesses who have non-traditional employees. -Group discussion.	-Learn that all jobs are acceptable for both males and females. -Be able to support these decisions. -Be able to handle teasing and criticism from other students and adults.	-Pre- and post- test attitudes concerning non-traditional jobs.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation(s)
2 sessions	Scheduling (Ed./Voc.Dev.)	-Explanation of choices. -Discussion of prerequisites. -Explanation of courses required for graduation.	-Make wise academic choice. -Schedule classes correctly.	-Check by counselor. -Approval of parent.

Middle School Component

INDIVIDUAL PLANNING

Concern for student development in a complex society has been a cornerstone of the guidance movement since the days of Frank Parsons. In recent years the concern for student development has intensified as society has become even more complex. This concern is manifested in many ways, but perhaps is expressed most succinctly in a frequently stated guidance goal: Helping students become the person they are capable of becoming.

To accomplish the purposes of this component of the model, activities and procedures are necessary to assist students in understanding and periodically monitoring their growth and development. Students must come to terns with their goals, values, abilities, aptitudes, and interests (competencies) so they can continue to progress educationally and occupationally. Counselors and others with guidance responsibilities must be person-development and placement specialists.

Individual planning consists of activities that help students to plan, monitor, and mange their own learning and their personal and career development. The focus is on assisting students to develop analyze, and evaluate their educational, occupational, and personal goals and plans.1

Individual Advisement

Counselors assist students to use self-appraisal information along with personal-social, educational, career, and labor market information to help them plan for and realize their personal, educational, and occupational goals.1

1. Students use DISCOVER program in classroom and individually.
2. Classroom presentation and assistance with course selection process.
3. Speakers from Vocational Technical school inform students of programs available there.
4. Fieldtrip to Vocational Technical to tour facilities and gain information.
5. Advisor-Advisee Program - Each teacher is responsible for "a #" of students.
6. Individual Counseling
7. Club presentations from high school students.
8. Various speakers form community that will provide an introduction to careers.

Individual Assessment

Counselors assist students to assess and interpret their abilities, interests, skills, and achievement. The use of test information and other data about students is an important part of helping them develop immediate and long-range goals and plans. Examples of activities at the Middle School Level include:

1. Meeting with students who receive progress reports at mid-marking period.

2. Administration and interpretation of standardized tests.
   a. Testing for Essential Learning Skills (Mar. of 8th gr.)
   b. Otis-Lennon Mental Ability Test (Mar. of 7th gr.)
   c. Differential Aptitude Test (Nov. of 8th gr.)

3. Self-Directed Search administered to 8th graders.

4. Use of DISCOVER program to assess interests and abilities. Meet individually with each student.

5. Test interpretation sessions offered to parents following all major standardized testing.

Placement and Follow-Up

Counselors and other education personnel assist students to make the transition from school to work or to additional education and training.

1. Building orientation for incoming 6th graders.

2. Building orientation for high school for 8th graders.

3. Meeting with all interested 8th grade parents regarding information on scheduling, academic tracks, etc.

4. Open-House at the Middle School for families of all incoming 6th graders and new students.

5. Open-HOuse at the High School for families of all 8th graders.

6. Testing and placement in special needs settings, including honors classes, gifted program, study skills classes and special education classes. (The school psychologist may administer some of these placement tests.)

7. Placement of students into "Success Team" which is designed for students several grade levels below in reading and/or math.

8. Scheduling sessions for all students in small classroom settings to assure proper course selection.

9. Individual counseling for students.

RESPONSIVE SERVICES

The responsive services component of the Middle School counseling program is estimated to take up 30-40% of the middle school counselors' available time. The responsive services component is the single most time consuming portion of the middle school counselors' job. Because of the needs of middle school aged students, this component will utilize counselors, administrators, teachers, parents, and community resources as needed to meet the needs of students.

Responsive services will include five main categories: Information, Consultation, Personal Counseling, Crisis Counseling, and Referral Services. Each of these categories will be used creatively, and flexibly to address the needs of students, parents, teachers, school administrators, and counselors. Responsive services will be available to all students and will be adapted as needed to meet the needs of minority students and speakers of all languages.

The area of information will include materials on:

Development of middle school students, academic issues, study skills, parent/child relationships, dating, dating violence/date rape, drugs and alcohol, career development, (including the Discover program), college decisions (including the Discover program), learning disabilities, English for speakers of other languages, special education issues, referral sources and community resources, health problems, nutrition and fitness, mental health and illness, family relationships, multicultural issues, clubs and organizations for youth, school activities.

The information services segment of responsive services will operate in conjunction with the school library, with brochures and pamphlets on various topics available in the waiting area of the Middle School guidance office. materials such as books, filmstrips, video tapes or movies may be checked out of the group use. The guidance counselors will maintain an updated list of all materials offering information relevant to the needs of the Middle School Community, and will order and update the information materials as needed. Staff will attend twice-yearly workshops on various issues.

Individual and Small Group Counseling Services

The counseling services segment of the responsive services program will consist of both individual and small group sessions which will be available to address academic issues, personal, and social difficulties faced by students behavioral management, cross-cultural issues, drug and alcohol issues, family problems and other areas of concern to students which occur on an on-going basis. Referrals will be accepted from the Student Assistance Team, teachers, administrators, parents, anonymous peer- referral, and self-referral.

Counseling will be offered one night per week to meet the needs of parents who are unable to attend group or individual sessions during regular school hours. Individual counseling sessions with students will involve parents whenever family issues seem to be a main issue for the students (divorce, separation, death in the family, substance abuse, etc.). Counselors will keep case notes om all individual sessions, and will obtain releases of information whenever possible and appropriate.

In the event that long-term counseling is necessary, all student cases in need of long-term counseling will be reviewed by the guidance team to evaluate the counseling process and to recommend continuation of the current counseling process or to recommend referral to a resource outside of the school, or to an appropriate counseling group or termination of individual counseling sessions.

All community agencies involved with students will be invited to participate in team planning for individual students. The school will make meeting space available for teamings and individual counseling sessions with community resources, and meetings with case workers, juvenile probation authorities, etc. Students will be present at all teamings where individual students' input and involvement is important to the success of the plan. Students will be empowered to take responsibility for school issues that they can change. All appropriate releases of information will be obtained when information is shared. All school personnel will adhere to the strictest ethical code of confidentiality regarding information shared during teamings involving outside agencies. Coordination and scheduling of teamings and individual counseling sessions will be done through the Middle School guidance secretary.

Group sessions will be an integral portion of the counseling services component. The middle school will employ one professional counselor who specializes in the operation of therapeutic counseling groups. This counselor will have group sessions as his/her primary duty, and will serve as a consultant to other counselors and staff who run group or classroom guidance sessions. Students with similar issues will be grouped whenever this seems appropriate to meet the needs of the students. Parent support groups will also be offered to address parental concerns such as teen sexuality, pregnancy, special education issues, parenting, etc. Groups may be run using community resources, adjunct counseling staff, the middle school counseling staff, counseling teams, or counseling interns. Parent empowerment and leadership will be encouraged and supported whenever possible (i.e. an on-going parent led group for parents of gifted students). Child care will be available during the designated activity night.

It is imperative that the responsive services component of the Middle School Counseling Program include efficient and effective means of assisting students in crisis situations.

Crisis management may involve counselors, parents, administrators, school psychologists, outside therapists, community mental health personnel, Drug and Alcohol program intervention, teachers, staff individual students or even the entire student body.

Crisis management services will be available to respond to the crisis needs of students and staff. Issues addressed by the crisis management component will include:

Suicide threats ideation, drug and alcohol interventions, response to tragic events, weapons in the school, fire and other safety concerns, natural disaster plans, and school intruder.

The goals of this component are to provide students and staff with developmentally appropriate means of working through crisis issues and to reestablish normal school routines as soon as possible. Crisis issues may include grief and loss, fear for ones safety, suicide, substance abuse, etc. If the students or staff members difficulties are severe, referral to outside recourse will be made to maximize the potential benefits to the student or staff member.

Emergency translation services will be available for any persons who do not speak fluent English.

The goals and rationale of each crisis management component will be listed along with the specific plan for each component.

1. Suicide/Suicidal Ideation Response

    A. Rationale: It is important to take all suicide threats, attempts or ideation SERIOUSLY. Parents will be notified of all suicidal intentions to enable them to respond to their child's needs. The Suicide Risk Scale should be used to help counselors and psychologists evaluate the danger for each individual student who is at risk of suicide. Counselors and staff will consult with another crisis management team member to determine the appropriate course of action.

    B. Goals:

        a. Notification of parents/evaluation of parents' ability to appropriately handle suicidal student.
        b. referral to community mental health services if needed.
        c. Stabilization of school routine.

- d. Removal of suicide student from school mileu.
- e. Evaluation of student and plan for treatment.
- f. Identification and evaluation of students who are "at-risk" for copy-cat gestures.
- g. Intervention with friends, peers, or family members of the suicidal student as needed.
- h. Referral and information resources for parents and staff members.
- i. Contemplation of Suicide Risk Scale for all suicidal ideation and gestures (See Appendix)

2. Tragic Event Response

A. Rationale: In the aftermath of a particularly tragic event (natural disaster, military call-up, death, suicides, shooting, etc., it may be necessary and desirable for the school to perform an intervention and post-intervention role in the lives of students and staff. In the event of a particularly distressing event, it may be unwise or impossible to continue effective education until the issues of shock, grief and loss, or safely have been addressed and the process of healing and support is begun. The school's plan for intervention utilizes the skills of counselors, teachers, and others support personnel who are trained to recognized severe "at-risk" behavior and to find appropriate support or referral sources quickly. In addition, the school community can utilize supportive relationships between students and staff that are already established to provide an avenue for discussion, understanding, and hope during a crisis situation for a crisis.

B. Goals:

1. To disseminate accurate, factual details of the event.
2. To provide the school community with a forum for sharing feelings surrounding the event.
3. To provide opportunities to share good and bad memories.
4. To provide opportunities to receive emotional support.
5. To identify and remediate severe reactions to the event.
6. To avoid serial suicides and to return to normal school operations as soon as possible.
7. To establish a professional, planned intervention to handle tragic events- to assign rooms, personnel, etc. to allow for the most efficient crisis management possible.
8. To identify outside resources that may be called into the school to assist in the crisis management plan.
9. To reduce the confusion and hysteria that may accompany a tragic event.
10. To identify staff training needs to enable and support staff in facing a crisis situation.

(See Appendix for an outline of the Tragic Event Response Plan)

Consultation

In responding to the needs of the Middle School community, the counseling staff will have a very important role as consultant to teachers, parents, administrators and principals. This consultation will include Instructional Support Teamings, Students Assistance Teamings consultation with community professionals (Children and Youth, Juvenile Probation, Drug and Alcohol, etc.), and parents. In dealing with the problems of today's Middle School student, it is important that all of the agencies tasked with serving amu individual student work together to provide the most comprehensive and wholistic plans for assisting youth. Too often these agencies work independently of each other. It is necessary for them to work in concert to best provide adequate service for all youth. The school community is an integral, and important part of all students' lives. As such, the educational services component must be an integral part of programs that serve juvenile delinquency rehabilitation, foster care planning, learning disabilities, students' mental health concerns, drug and alcohol rehabilitation, parent-child conflict, etc.

Referral

Counselors will refer students with severe emotional, behavioral, social, and substance abuse problems to outside professional resources. Counselors will keep updated lists of service providers, and will periodically meet with various community resources to evaluate the referral process and the appropriateness of referring students to outside agencies. Money will be budgeted to provide outside services to individuals who cannot afford them and who do not qualify for other means of funding mental health or Drug and Alcohol treatment. Counselors will use release of information forms when appropriate, and will attempt to involve the community service provider in planning for the educational needs of the students.

(See Appendix for referral procedure for psychological assessments, and behavioral checklist for Student Assistance Teams)

SYSTEM SUPPORT

The administration and management of a comprehensive guidance program require an on-going support system. For this reason, system support is a major program component. Without continuing support, the other three components of the guidance program will be ineffective.

Activities included in this program category are by definition those that support and enhance activities in the other three program components. The system support component consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented through the following activities:

Management Activities

This area includes the planning and management tasks needed to support the activities of a comprehensive guidance program. It also includes responsibilities that members of the school staff may need to fulfill. These activities include:

1. Weekly staff meetings with principal, vice principal, nurse, and counselors
2. Coordination of activities and programs involving other staff members such as:
   a. Curriculum related to guidance being taught in other classes
   b. Input into Student Assistance Team Meetings and procedures

Consultation

Included in this area are activities focusing on guidance program evaluation follow-up studies and the continued development and updating of guidance learning activities. Examples of activities at the Middle School level include:

1. Staff curriculum development and updating.
2. Evaluation completed by students, parents, administrators, and counselors.
3. Weekly guidance staff meetings.
4. Grant writing and individual research studies performed by counselors.

Counselors need to continually update their professional knowledge and skills. Examples of activities which address this goal are:

1. Networking with peers
2. Attending conferences on contemporary topics related to counseling
3. Training for Student Assistance Team
4. Training related to group leadership skills
5. Receiving and reading professional journals
6. Peer evaluations and consultations
7. Training in-service sessions
8. Continued post-graduate work
9. Submission of writing to professional journals and presentations

Committee and Advisory Boards- examples of these activities in this area include:

1. Departmental curriculum committees
2. Community advisory committees
3. Service on professional committees at local, state, and/or national level

Community Outreach

This area focuses on activities designed to help counselors become knowledgeable about community resources, employment opportunities, and the local labor market. Examples of activities in this area include:

1. Visitations to local businesses and industries
2. Visitations to and contact with various social service agencies
3. Speakers from community businesses addressing staff, parents, and/or students
4. Student fieldtrips to local businesses and industries
5. "Shadowing" program in local businesses (Students "shadow" a professional for several days to become more familiar with careers.)
6. Referring of appropriate students to various social service agencies

Public Relations

This area includes activities which focus orienting staff and community to comprehensive guidance program. Examples of possible activities include:

1. Newsletters to staff and community
2. Back to School Night for parents
3. Community Open House and "Shadowing" program in which adults attend classes w/students for one full day
4. Use of media to alert community members to various guidance activities
5. Club Fair
6. Community presentations to various clubs and organizations
7. School presentations to students and teachers

In conclusion. system support also involves activities that support programs other than guidance. Activities such as test interpretation for the school testing program, serving on departmental curriculum committees, and working with administrators fall into this area. Caution must be taken in terms of time. It is imperative to realize the if the guidance program is well run, focusing heavily on the first three components, it will provide substantial support for other programs and personnel in the school and the community.

MIDDLE SCHOOL GUIDANCE COUNSELOR

Primary Responsibilities

As a member of the Guidance Department staff, a counselor is to provide the comprehensive guidance program for students in grades 6-8. The counselor provides activities to meet the development guidance needs of students. The guidance staff also acts as a consultant to staff, teachers, parents, and administrators to enhance their effectiveness in helping students and in providing support to all of the various educational programs designed to enhance the academic, social, and emotional well-being of the Middle School students. The following allocations of time are suggested as necessary to support the delivery of comprehensive developmental guidance services.

Guidance Curriculum	25-35%
Individual Planning	15-25%
Responsive Services	30-40%
Systems Support	10-15%
Non-Guidance	0%

Major Job Responsibilities

1. Implement the Middle School guidance curriculum. Guide and counsel groups and individuals through the development of educational and career plans.
2. Counsel small groups and individual students who are having emotional, social, or academic developmental problems.
3. Consult with teachers, staff and parents regarding meeting the developmental needs of students. Working as a team to solve problems using means that are beneficial to all.
4. Make referrals to appropriate community resources for severe problems.
5. Participate in and initiation of activities which contribute to the effective operation of the school.
6. Evaluation and revision of the guidance program.
7. Pursuit of professional growth.

Key Duties

1. Implementation of the Middle School Guidance Program

    A. Counselors will conduct the guidance program in the classroom as planned in conjunction with school administrators and teachers. Counselors will act as consultants and resources persons to facilitate the infusion of guidance principles into the regular education curricula.

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2. Guide and counsel groups and individuals through the development of educational and career plans.

   A. Counselors will provide orientation activities for students new to the school: participate in orientation programs for incoming parents and students: assist students in the transition from grades 6 to 7 and grades 9 to 10: inform students and parents of test results and their implications for educational and career planning; and provide resources and information to assist in further career awareness and career exploration activities.

3. Counsel small groups and individuals who are having social, emotional, or educational problems.

   A. Counselors will conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the Middle School level may include self-awareness, self-identity, study skills, behavior management, peer relationships, family relationships, child abuse, substance abuse, suicide, cross-cultural issues, etc.

4. Consult with teachers, staff, and parents, regarding meeting the development needs of students.

   A. Counselors will participate in teamings; conduct in-service programs for faculty, and staff: conduct and facilitate conferences with teachers, students, and parents: conduct parent education programs: assist families with school related problems.

5. Make referrals to outside agencies for students with severe problems.

   A. Counselors will consult with in-district and community resources including Drug and Alcohol prevention, Children and Youth Services, Juvenile Probation, Mental Health providers, school psychologists, Intermediate Unit staff, school nurses, community physicians, etc. Counselors will also coordinate the treatment plans of these agencies to facilitate coordination of services and wholistic planning for youth who are involved with the school and outside agencies.

6. Participate in and initiation of activities which contribute to the effective operation of the school.

   A. Counselors will interpret test results: establish effective liaisons with the various instructional departments, act as an advocate for individual students as appropriate, assist in the placement of students with special needs into appropriate educational levels, participate in the district testing program, conduct public relations activities, create grant and funding for special programs applicable to guidance activities.

7. Evaluation and revision of the guidance program.

    A. Counselors will periodically review the guidance program with staff, administration, and guidance personnel from the Elementary and High School levels, participate in a self-study; review and modify the program based on the results of self-study, maintain a five-year plan for future activities and goals.

8. Pursue professional growth.

    A. Counselors will attend national, state, and local staff development programs; participate in professional organizations; read professional journals; attend relevant workshops and conferences, take Doctoral courses, author journal articles, present conference workshops, network with counseling staff from other districts, participate in peer supervision.

** Three forms are given at the end of this section to be used to assist in evaluating the guidance counselor.

SUGGESTIONS FOR WRITING JOB TARGETS

____________________	____________________	____________________
Counselor	Date	School

1. **Performance Area:**
   State here the performance area.

2. ***Criterion:**
   State a specific criterion such as, "selection of individual planning activities consistent with identified student needs."

3. **Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)**
   State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **Procedures for achieving objective(s): (Explanation of counselor and administrator responsibilities)**
   Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **Appraisal Method and Target Dates:**
   How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **Counselor's Comments:**
   Provide the counselor with the opportunity to share his/her thoughts.

7. **Evaluator's Comments:**
   Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

____________________	____________________
Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved:____________________

____________________	____________________
Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

JOB TARGET SHEET

____________	____________	____________
Counselor	Date	School

1. Performance Area:

2. *Criterion:

3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)

4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)

5. Appraisal Method and Target Dates:

6. Counselor's Comments:

7. Evaluator's Comments:

____________	____________
Counselor's Signature/Date	Evaluator's Signature/Date

- -

Date Objective Achieved:________________________________

____________	____________
Counselor's Signature/Date	Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

FORMATIVE OBSERVATION FORM

Counselor	Date	School
Time Entered	Time Leaving	Observer

Performance Areas:

1. Implements the Guidance Curriculum component through effective instructional skills and the careful planning of group sessions for students. (classroom activities, group activities)
2. Implements the Individual Planning component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.).
3. Implements the Responsive Services component (consultation, personal counseling, crisis counseling and referral skills).
4. Implements the System Support component through effective program monitoring and management.
5. Establishes effective professional relationships.
6. Fulfills professional responsibilities.

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

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APPENDIXES

for the

Middle School Guidance Program

SUICIDE RISK SCALE

The items in this scale are meant to be guidelines. It gives many different ways of looking at a person. Its primary purpose is to judge a person's lethality. this means the probability the person will kill himself or herself. The first four items are of primary significance. The rest are important. but the former are ones which give the best clues about absent. low. medium. and high lethality.

The rating scale is:

0 No cause for concern

1 Be Alert

2 Cause of Greater Concern

There are no numerical cut-off points. but a "12" certainly indicates a high lethality rating. Other items can be added depending on the population. There is no substitute for the interaction that goes on between the interviewer and the at risk student. Where possible. fill in verbatim the comments from the student.

SUICIDE RISK SCALE

Name: ______________________________
Date: ______________________________
School: ______________________________
Interviewer: ______________________________

Total Score: ______________

Risk Level: ______________

Check the appropriate score for each item. Add relevant information in the comment section.

1. HOW SPECIFIC ARE THE SUICIDAL IDEAS?

0 Abstract and general thoughts. "I'm thinking about suicide." No specific events related to suicide as method, place of funeral, etc.
1 Has thought of some specific events or circumstances related to suicide.
2 Has considered many specific acts or circumstances related to suicide.

Score: ______________

Comments: ______________________________

____

____

2. THE METHOD

0 Has not thought about
1 Possibilities have been considered, but no specific methods picked out.
2 Has been definitely chosen.

Score: ______________

Comments: ______________________________

____

____

3. THE AVAILABILITY OF THE METHOD

0 Has Not purchased pills. decided on type of pill: gun not bought....
1 Has been obtained. but not readily available
2 Ready immediately: the gun or pills are in the house

Score: ________________

Comments: ____

____

____

4. STAGE OF PLAN

0 Nothing ready
1 About to be put into effect
2 Ready

Score: ________________

Comments: ____

____

____

5. INFORMATION FROM A FAMILY MEMBER OR CLOSE FRIEND

0 No chance of committing suicide
1 Will try under certain conditions
2 Definitely will try

Score: ________________

Comments: ____

____

____

6. STUDENT'S REPORT OF INTENT TO COMMIT SUICIDE

0 Want to live
1 Is not sure, waiting to see
2 Wants to die

Score: ________________

Comments: ____

____

____

7. STUDENT'S ATTITUDE TOWARD LIVING

0 Gives good reasons
1 Says reasons for dying equal or outweigh reasons for living
2. Sees no reasons for living

Score: ________________

Comments: ____

____

____

8. STUDENT'S FEELINGS ABOUT HIS/HERS SUICIDAL THOUGHTS

0 Feels negative about them
1 Is in acute distress or ambivalence about them
2 Accepts them

Score: ________________

Comments: ____

____

____

9. STUDENT'S SENSE OF CONTROL OVER HIS/HER THOUGHTS

0 Keeps them under control
1 Is afraid he/she will be driven to do something and wants someone to control him/her
2 No longer makes an attempts to keep suicidal thoughts under control

Score: ________________

Comments: ____

____

____

10. FREQUENCY OF SUICIDAL THOUGHTS

0 Isolated and fleeting
1 Periods of persistent thoughts
2 Constant and persistent thoughts

Score: ________________

Comments: ____

____

____

11. STUDENT'S PERCEPTION OF SOURCES OF HELP

0 Has numerous and reliable sources of help
1 Sources exist. but are few or unreliable
2 Has nowhere to turn

Score: ________________

Comments: ____

____

____

12. IS THE STUDENT SEEKING HELP

0 Has not sought help because he/she has not felt a need for it
1 Has sought or is seeking help
2 Has not sought help because he/she does not want interference with any plans

Score: ____________________

Comments: ____

____

____

13. PREPARATION FOR DEATH

0 None
1 Has thought about them
2 Planned out or written

Score: ____________________

Comments: ____

____

____

14. SUICIDE NOTE

0 Not thought about
1 Considered but not planned out or written
2 Planned out or written

Score: ____________________

Comments: ____

____

____

15. THOUGHTS ABOUT THE FUTURE

0 Definite plans
1 Has mentioned vague plans
2 No plans at all

Score: ________________

Comments: ____

____

____

16. ALCOHOL AND ANY OTHER DRUGS

0 Not a drug taker
1 Takes drugs socially
2 Continually turning to drugs

Score: ________________

Comments: ____

____

____

17. PRIOR ATTEMPT

0 None
1 A prior attempt
2 More than one attempt

Score: ________________

Comments: ____

____

____

18. CAUSING ANOTHER'S DEATH

0 Do not believe
1 Questioning
2 Believe they had a hand in someone's death

Score: ________________

Comments: ____

____

____

19. SPECIAL DAY

0 None at all approaching
1 One approaching
2 Date imminent

Score: ________________

Comments: ____

____

____

20. INTENSITY OF DEPRESSIVE MOODS

0 Absent to low
1 Moderate
2 High

Score: ________________

Comments: ____

____

____

21. OTHER FACTORS

____

____

____

____

Score: ________________

SUICIDE RISK SCALE SUMMARY REPORT

School: ______________________________ Date: ______
Name: ______________________________ DOB: ______
Address: ______________________________

Notification
Date/Time: ______________________________
Parent Name: ______________________________
Phone #: ______________________________

Level of Risk: ______________________
Presenting Problem: ______________________________
____
____
____
____

Recommendations: ______________________________
____
____
____
____

Results of Parental Contact: ______________________
____
____
____
____

Signatures/Titles of Team Members:
____
____
____
____
____
____

Middle School Component
Responsive Services

TRAGIC EVENT RESPONSE PLAN

I. Introduction
II. Rationale
III. Goals
IV. General Guidelines

Specific Plan of Action
I. Responsibilities
    A. Principal
    B. Superintendent
    C. SAT/PPSS/CST-Coordinators
    D. Student Assistance Team
    E. Teachers

Things To Do/Things NOT To Do
High Risk Characteristics
Bibliography

I. Introduction

The death of a student or staff member. whatever the cause. is an intensely emotional event in the life of a school. We recognize its part in conjunction with the community and the family in the event of such an occurrence. For purposes of this plan. a tragic event is an untimely death. as a result of an accident. illness. suicide. etc.

Adequate preparation for such a situation requires preestablished intervention and post-intervention procedures. This plan is based upon current research and generally accepted practices. However. it is acknowledged that any tragic event is a unique situation and. according to circumstances calls for an ad hoc response. Priority consideration is given to the emotional needs of the students and staff. Therefore. this plan does not establish mandates as much as it generates options to be considered and utilized as needed.

II. Rationale

In the aftermath of such a tragic event many students and perhaps the entire school, cannot continue effective education until the issues of shock, grief and loss have been confronted. The danger of serious emotional reactions and even sympathetic or serial suicides exist. The school, staffed with professional teachers and counselors, trained in observation and understanding student or adolescent behavior, is prepared to identify student(s) displaying "at-risk" behavior and to find appropriate referral help quickly.

III. Goals

The goals of the Tragic Event Response Plan are to meet the crisis with a comprehensive professional intervention and to reestablish a normal school routine as soon as possible. The students' needs include:

1. A knowledge of facts
2. Opportunities to share feelings of grief and loss
3. Opportunities to discuss good and bad memories without penalty
4. Opportunities to receive emotional support as needed

IV. General Guidelines

1. Communication and factual information are extremely important. All staff members should rely on the information which is provided by the building principal or designee.

2. All staff members should observe students carefully for at least two weeks. Students displaying "High Risk" characteristics should be noted and reported to the guidance office. (See last page of Tragic Event Plan)

3. Specific announcements regarding a tragic death will be made by individual homeroom teachers from a prepared written statement. This procedure is more personal than a PA announcement and assures that all students hear the same information and have a chance to ask questions immediately.

4. Every attempt should be made to maintain a sense of order and normal routine. School assemblies and memorial services will be discouraged. Every attempt will be made to deal with the situation sensitively and permit students and staff to grieve but to avoid sensationalizing or glorifying the death. Every teacher is encouraged to permit students to discuss their feelings in class. The teacher. however must feel comfortable in doing this. and must conduct the class in a sympathetic but objective manner. The teacher should refer any student that has been observed as having difficulty coping with the situation. This referral process should be established according to the nature of the event and explained to the staff before students arrive at school.

   The following is a recommended pyramid of intervention for student referrals:

Level I	Classroom- for the most students who need factual information and a general discussion of the events.
Level II	Gym/Auditorium/Cafeteria- For students too upset to remain in class and needing a longer time to talk. friends. teammate. etc.
Level III	Guidance Office- For critically distraught students and staff needing one to one support. (boyfriend. relative)

Specific Plan of Action

I. Responsibilities

A. Principal

1. As soon as any staff member becomes aware of the tragic death of a student. faculty member. or anyone closely associated with the school. he/she should immediately report the situation to the Principal.

2. The Principal will gather as many facts regarding the death as possible. Then he will contact the Superintendent.

3. Call faculty meeting- Alert all staff and explain pyramid of intervention.

4. Call Student Assistance Team Coordinator/Pupil Personnel Services Supervisor/Child Study Team.

5. Work with the SAT/PPSS/CST to:
    a. chair staff meeting to announce the incident
    b. draft memo for students to be read by teachers
    c. assist with contacting helping agencies and individuals (i.e. clergy. MH-MR)
    d. ask Superintendent's office to be prepared with media statements

6. Hold a brief end-of-day staff meeting.

7. Arrange to return the deceased's belongings in a personalized and timely manner.

8. Contact family for information and support regarding funeral arrangements, etc.

B. Superintendent

1. Deal with all media inquiries.

2. Contact neighboring school districts.

C. SAT/PPSS/CST-Coordinators

1. Notify other team members and calls a meeting.
2. Outlines initial steps to be followed by team (i.e. where to meet and what needs to be done)
3. Conducts follow-up meeting with team.

D. Student Assistance Team

1. Assists Principal in preparing statement for staff to share with students and drafting letter to parents.
2. Assists any teacher who may want help in sharing information.
3. Identifies vulnerable staff and students
   - lists "at-risk" student
   - contacts all absent students
4. Is available to meet with students or staff who may need to talk with someone.

E. Teachers

1. Attend staff meeting to receive factual information.
2. Read prepared statement to class and facilitate questions and discussions.
3. Observe student reaction and refer student according to pyramid.
4. Monitor students and reestablish normal classroom routine.

Things to Do

1. If the death is a suicide, emphasize to students that suicide is a permanent solution to a temporary problem. Also emphasize that help is available and people care.

2. Emphasize that no one is to blame.

3. Provide small group or one-on-one opportunities for students to discuss the situation, as needed.

4. Information must be made available to students as to whom to contact for help is they or a friend are depressed or thinking of suicide.

5. Remove everything that has students name on it. (i.e. shop project, class list)

6. Involve peer helpers and advisor as appropriate.

7. Utilize the district's other SAT's as needed (i.e. they may be substitutes for those involved in the crisis)

Things NOT to Do

1. Do not dismiss school. The students need to follow a normal pattern. School should be conducted as usual insofar as is possible.

2. Do not encourage general students body attendance ar the funeral. Of course, close friends and family should be permitted to attend. Students should have parent permission to attend.

3. Do not dedicate anything in the student's memory. With suicides it is important not to sensationalize or romanticize the death.

4. Usually large students assembly programs following a suicide are ineffective. The best approach is to deal with the suicide in small classroom groups.

5. Do not use the PA option to make announcements about the deceased.

6. Do not limit postintervention activities to only one class or group.

** DEPENDING UPON THE NATURE/CIRCUMSTANCES OF THE TRAGEDY SOME OF THESE SUGGESTIONS MAY OR MAY NOT APPLY. THESE ARE POINTS TO CONSIDER AS PART OF A COMPREHENSIVE RESPONSE PLAN.

High Risk Characteristics

1. Withdraws socially from family, relatives, friends, and teachers.
2. Has diminished interest in usual pursuits.
3. Leaves poems, diaries, drawings, or letters to be found.
4. Expresses hopelessness, helplessness, worthlessness, and confusion.
5. Arranges to give away prized possessions
6. Has had a significant loss or anniversary of a significant loss.
7. Suddenly appears peaceful during crisis.
8. Becomes accident-prone or preoccupied with personal health.
9. Expresses a desire to die.
10. Demonstrates any change in or personality or attitude.
11. Exhibits dare-devil or self-abusive behaviors.

BIBLIOGRAPHY

BOOKS FOR CHILDREN

ABOUT GRIEF

Lifetime- Bryan Mellonie and Robert Ingpen
When People Die- Joanne Bernstein
Love, Mark- Mark Scravani
The Kids Book about Death and Dying- Eric Rolfes
When Someone Very Special Dies- Marge Heegaard
Aarvy Aardvark Finds Hope- Donna O'Toole

ABOUT SIBLING DEATH

Am I Still a Sister?- Alvin Sims
Children ARe not Paper Dolls- Erin Lynn Levy
My Brother Joey Died- Gloria McLendon
Losing Someone You Love- Elizabeth Richter

ABOUT PARENTAL DEATH

A New Mother For Martha- Phyllis Green
Goodbye Chicken Little- Betsy Bryars
How it Feels When A Parent Dies- Jill Kremetz

ABOUT A FRIEND

Dusty was My Friend- Andrea Clardy
The Bridge to Teribithia- Katherine Paterson

BOOKS FOR ADULTS

No Time For Goodbyes: Coping with Sorrow, Anger, and Injustice After a Tragic Death- Janice Harris Lord

Beyond Sympathy: How to Help Another Through Injury, Illness or Loss - Janice Harris Lord

Dear Parents: Letters to Bereaved Parents- Centering Corporation

How Do We Tell The Children- Dan Schaeffer and Christine Lyons

Talking About Death: A Dialogue Between Parent and Child - Earl A. Grollman

The High School Guidance Program

High School Guidance Program

I. Guidance Curriculum 1h

- A. Activities (9-12)

II. Individual Planning 8h

- A. Advisement
- B. Assessment
- C. Placement and Follow-Up

III. Responsive Services 11h

- A. Individual Counseling
- B. Small Group Counseling
- C. Crisis Counseling
- D. Consultation
- E. Referral
- F. Information

IV. System Support 13h

- A. Management Activities
- B. Consultation
- C. Community Outreach
- D. Public Relations

V. Job Description 16h

- A. Job Outline
- B. Evaluations

VI. Appendixes 22h

- A. Curriculum Evaluations

GUIDANCE CURRICULUM

In order to adequately prepare each high school student for life after graduation, a deliberate planned presentation to the student of the concepts, information, and values most likely to lead to success is needed. The purpose of the planned presentation (guidance curriculum) is to provide information and resources to all students to better assist them in understanding the past, making appropriate choices in the present, and preparing for the future. The guidance counselor (guidance department) is best suited to oversee and implement the guidance curriculum. This curriculum will address each student's needs in the area of 1) Knowledge of self and Others, 2) Career Planning and Exploration, and 3) Educational and Vocational Development.

The curriculum will be made available to each student through the presentations in those classes scheduled by all students, classes selected by the student, and unscheduled time (i.e. study halls, free periods, assembly, out of school times). The guidance staff will provide the classroom teacher with the appropriate lesson plans and in-service training to carry out the guidance curriculum in the classroom for those topics which the staff do not present themselves. At the beginning of each school year the parents will be notified of the scheduled topics and an invitation to attend and participate in those of interest to them (i.e. 9th- "Life After High School", 10th- College Representatives and Tours, 11th- "Tackling the College or Job Application", and 12th "Financing College or Trade School").

See Appendix for a listing of topics. The order in which the topics are listed is the order they will be presented to the student although considerable flexibility does exist. Due to the increasing diversity of schedules as students go through high school, the ability to reach each student decreases with each grade level. The number of periods and sessions spent on each topic will be determined by the needs of the students as determined by the presenting staff members or teacher.

Response forms and questionnaries will be distributed on an annul basis to the students, parents and community members (i.e. employers) to help in assessing strengths and weaknesses in the curriculum. See Appendix. The presenting staff member of teacher will be responsible to assess the effectiveness of their presentation by judging student response and performance in the classroom. Where possible, this will involve a brief pretest-posttest format. A more general curriculum assessment can be viewed from the school records (i.e. department statistics, graduation statistics, college acceptances, employment statistics, course change requests, etc.)

Time Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluations
2-5 sessions (English)	Study Skills (Ed./Voc.Dev.)	-Staff presentation -Handouts: "How to Study" by Channing L. Bete Co. Inc. 1988.	-Develop study habits	-Based on staff observation. -Pre-test/post-test
2-3 sessions (Homeroom/ Individual conf.)	"My Interests" (Know.Self/Others)	-Strong's Interest Inventory	-Interpret the Inventory and relate to students' goals.	-Student feedback forms.
3-6 sessions (Civics)	Career Awareness (Car.Plan./Expl.)	-Community representatives -Discover Program -D.O.T./G.O.E/O.O.H.	-Familiarize student with options and resources to explore regarding the world of work.	-Student feedback and staff contact with student during individual planning.
2-3 sessions (Science)	Decision Making (Ed./Voc.Dev.)	-Filmstrip: "Why Make Decisions" Sunburst Films, Inc.	-Identify individual responsibility to self and others through choices.	-Pre-test/post-test.
2-5 sessions (Home Ec./ Ind.Arts)	Resolving Conflict (Know.Self/Others)	-Role playing -Videos/movies: "Colors" "Breakfast Club"	-Identify and implement personal strategies in dealing with interpersonal conflict.	-Department reports.

High School Curriculum
(9th Grade)

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluations
4-5 sessions	College Awareness	-College Videos -Staff presentations. -Speakers -- college students. -Review of information resources.	-Develop interest and planning of college opportunities.	-Number of applications processed in Jr/Sr year.
2-3 sessions (Homeroom/ Math)	High School Planning (Car.Plan./Expl.)	-Video/staff presentation. -Worksheet.	-Develop an awareness and explore curriculum options.	-Staff records of schedule changes and problem schedules.
2-3 sessions (English)	Scheduling for 10th gr. (Car.Plan./Expl.)	-Staff presentation. -Schedule sheet.	-Select courses for next year.	-Number of schedule change requests.
2-3 sessions (Home Ec./ Ind.Arts)	The World of Work and Stereotypes (Ed./Voc.Dev.)	-Video -Staff presentation/ "Blue & White Collar" professionals	-Awareness and confrontation of community and personal perspectives regarding the world of work.	-Pre-test/post-test.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
After-school meetings (as needed)	Peer Support Training (Know.Self/Others)	-Peer Support Training Curric.	-Become an active member of a Peer Support Program (if needed)	-Questionnaire to students, faculty, and parents.
4-5 periods (Health)	Drug/Alcohol Awareness (Know.Self/Others)	-Video -Speakers from community: -Alcoholics Anonymous, police, doctors.	-Be aware of psychological and social effects of drug/alcohol usage.	-Pre-test/post-test. -Rate of D/A referral.
2-5 periods (History)	Local and National Job Market Information. (Car.Plan./Expl.)	-Speakers. -Literature/Data reviews Megatrends by John Nesbitt	-Match career interests with market needs.	-Pre-test/post-test.
2-5 periods (Economics)	Consumer Awareness (Ed./Voc.Dev.)	-Staff presentation. -Better Business rep.	-Be aware of sales tactics and value manipulation in retail/marketing.	-Pre-test/post-test.
3-4 periods (Biology)	Marriage and Family Responsibility (Know.Self/Others)	-Role plays. -Staff presentation.	-Verbalize importance of the family system in society.	-Demographic data over time. -Student participation.
2-3 periods (English)	Resume Preparation (Ed./Voc.Dev.)	-Staff presentation.	-Effectively identify and present the marketable characteristics.	-Students' resume.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
Seminars	College/Trade School reps. (Car.Plan./Expl.)	-Speakers.	-Know specific options in higher education.	-Student response.
2 periods (English)	Scheduling (Car.Plan./Expl.)	-Staff presentation. -Schedule sheet.	-Orderly select 11th grade courses.	-Number of schedule change requests.
As available	College/Trade School Tours Car.Plan./Expl.)	-Group/individual trips.	-Experience campus life or commuter living.	-Student response.

High School Curriculum
(11th/12th Grades)

Number of Sessions	Topic (Curriculum Area)	Activities	Goals/Objectives THE STUDENT WILL:	Method of Evaluation
3-5 periods (11th English)	Job Interview Skills (Car.Plan./Expl.)	-Role playing. -Staff presentation. -Local personnel directors	-Identify and demonstrate good interview practices.	-Staff/Personnel Director evaluation of students' performance.
Seminars	Tackling the College/ Job Applications (Ed./Voc.Dev.)	-Staff presentation.	-Fill out applications for college/ financial aid.	-Acceptance rate of applicants and related forms for jobs.
2-5 periods (11th History)	Values Clarification (Know.Self/Others)	-Staff presentation. -Debate teams: Values Clarification.	-Identify personal values and the impact they have in personal and social issues.	-Pre-test/post-test. -Student evaluation form.
2 periods (11th English)	Scheduling (Car.Plan./Expl.)	-Staff presentation. -Schedule sheet.	-Schedule for graduation.	-Number of schedule changes to graduation criteria.
2-5 periods (12th Government)	Rights & Responsibilities (Know.Self/Others)	-Staff presentation. -Law enforcement officials. -School ombudsmen.	-Know of individual accountability to group.	-Student response/ participation.
Seminars	Financing College or Trade School (Ed./Voc.Dev.)	-Staff presentation. -Video. -Speakers (Admissions personnel)	-Identify means and methods of paying for higher education.	-Number of applications. -Student response.

Number of Sessions	Topic (Curriculum Area)	Activities	Objectives THE STUDENT WILL:	Method of Evaluation
2-5 periods (12th Consumer Living)	Independence Readiness (Car.Plan./Expl.)	-Speakers. -Staff presentation.	-Be aware of issues facing an individual on his/her own.	-Pre-test/post-test.

INDIVIDUAL PLANNING

Individual planning consists of activities that help students to plan, monitor, and manage their own learning and personal career development. The focus is on assisting students to develop, analyze, and evaluate their educational, occupational, and personal goals and plans. Individual planning is implemented through individual appraisal, individual advisement, and placement.

Individual Advisement

Includes activities through which counselors assist students to use self-appraisal information along with personal-social, educational, career, and labor market information to help them plan for and realize their personal, educational, and occupational, goals. At the high school level, such activities include, but are not limited to:

1. Individual student conferences
2. Helping students with course selection, scheduling, add/drop, etc.
3. Helping students interpret information from report cards, class rank, mid-year reports, etc.
4. Help students to use self-knowledge to understand their roles in peer relationships, family dynamics, etc.
5. Apply knowledge of individual communication styles to such areas as anger management, stress management, refusal skills, etc.
6. Helping students to apply strategies in decision making and conflict resolution
7. Informing students with special talents about opportunities for special awards, recognition, etc.
8. Coordinating information and scheduling conferences among parents, teachers, and administrators
9. Working as part of a team to formulate IEP's for students with exceptional educational needs
10. Coordinating homebound instruction for students who must be absent from school for extended periods of time
11. Informing students with handicaps of the availability of specialized services, testing conditions, etc.

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12. Coordinating responsive services for students experiencing academic or emotional difficulties (please see responsive services for additional information)

13. Student registration, transfer, and other processing tasks

14. Individual and group counseling for students who have failed previously

15. Working as part of an Instructional Support Team

Individual Assessment

Includes activities that assist students to assess and interpret their abilities, interests, skills, and achievement. At the high school level, such activities include, but are not limited to:

1. PAST/SAT and NMSQT testing

2. Administering additional interest, aptitude, and personality inventories such as Stanford Achievement Test, Otis-Lennon Mental Ability Test, Singer Vocational Inventory, VIESA, ASVAB, ACT, ACH, CLEP, AP, GATB, etc.

3. Specialized educational diagnostic services such as reading and speech, etc.
4. Use of Discover, SIGI, and other computer assisted inventories.

5. Helping students become familiar with their individual learning styles

6. Activities which foster self-esteem within students enabling them to accurately recognize individual strengths and weaknesses

7. Activities which help students learn about their individual communication styles

8. Activities which help students to learn decision making and conflict resolution skills

9. Working as a member of an Instructional Support Team

Placement and Follow-Up

Includes activities through which the counselor and other educational personnel assist students to make the transition from school to work or to additional education and training. At the high school level, such activities include, but are not limited to:

1. Dissemination of knowledge about the world of work

2. College search activities including Peterson and other searches, campus visitations, financial aid workshops, etc.

3. Communication with college personnel for the purpose of supplying transcripts, recommendations, etc.

4. Knowledge of special educational opportunities such as Governor's schools, etc.

5. Training in job search skills, such as resume writing, interviewing, etc.

6. Arranging job site visitations

7. Information about vocational opportunities and alternatives to college

8. Discover, SIGI, and other CAI programs

9. Career and college fairs

10. Activities which discourage stereotyping and labeling of career opportunities

RESPONSIVE SERVICES

This component of the comprehensive counseling program responds to the individual needs of our students. It involves counseling sessions where the high school counselor is responding to a student's request for assistance in dealing with personal concerns or relationships. It may involve individual ot small group counseling or consulting with reachers, administrators, and parents. It includes crisis counseling as well as referrals to appropriate services outside of the school. This component of the counseling program should involve approximately 25-35-% of the counselor's time.

Individual Counseling

Individual counseling assists high school students in identifying problems, and exploring the causes and their alternatives and the possible consequences. This one-to-one counseling might involve personal issues academic issues, or any normal developmental task.

Small Group Counseling

Small group counseling involves bringing together a group of several students experiencing a common issue with a counselor in order to facilitate peer support, provide problem-solving opportunities, develop communication skills, promote individual assertiveness and build interpersonal relationships. Group topics might include:

1. Self-esteem
2. Assertiveness
3. Stress
4. Death (grief and loss)
5. Divorce
6. Remarriage (step-families)
7. Substance abuse
8. Teenage pregnancy or marriage
9. Adjustment
10. Conflict resolution
11. Support for minority students
12. School attendance

Small group counseling might also be used to bring together and support parents of students experiencing common issues.

Crisis Counseling

Crisis counseling provides counseling and support to students and parents facing emergency situations. The district has developed a crisis plan which outlines roles and procedures to be followed in such situations. It also involves making referrals to additional counseling or other sources of aid when appropriate.

Consultation

Consultation is the process by which a consultant helps a consultee solve a problem which includes a client. In the high school setting consultation may include parents, teachers, administrators, other educators, or community agencies.

Referral

High school counselors must know their limitations and therefore know how, when, where, and to whom to refer students for additional help. Below is a list of school and community resources to which students might be referred:

1. Local mental health agencies (i.e. Teenline)
2. County Children and Youth Services
3. Social Service agencies
4. Employment and training programs
5. Special school programs (i.e. Student Assistance Teams and the special education program)
6. Local drug and alcohol agencies and treatment centers (i.e. Mazitti and Sullivan, New Insights)
7. County Crisis Intervention
8. PDE Basic Education Support Services

Information

Counselors will maintain current information on issues of concern to adolescent students. This information should be displayed so that it is easily accessible to students. Counselors should be prepared to discuss the information when appropriate with their students. Issues of interest might includes self-esteem, dating, peer relationships, divorce, step-families, teenage pregnancy, teenage parenthood, death, assertiveness, communication skills, stress, alcoholism, drug use and abuse, eating disorders, problems-solving, decision-making, depression, and anxiety.

SYSTEM SUPPORT

The system support is a valuable part of our program in that serves to acquaint the staff and the community with the aims and purposes of the guidance program. It also serves to involve counselors in activities which will increase their knowledge about community resources. employment opportunities. and the local labor market. It also provides counselors with opportunities to meet with other school personnel to discuss issues such as policies and procedures.

Management Activities

Management activities are a part of the system support component designed to assist in the facilitation of the other components and activities of the high school comprehensive guidance program. This requires coordination and communication within the counseling team, as well as with administration and faculty.

The counseling staff will be involved in this component by participating in the following activities:

1. Weekly meetings of the counseling team lead by the department chair.
2. Weekly meetings with the high school administration and nurse.
3. Monthly meetings with the Pupil Services Director.
4. Provision of input into Student Assistance Meetings and procedures.
5. Provision of in-service training for faculty concerning the implementation of the guidance curriculum.
6. End of the year meeting with department chairs to coordinate curriculum.

Networking with the entire school system is the key to successful management of the guidance program.

Consultation

Through the consultation area of systems support, the counselor shares expertise and gains valuable knowledge from other professionals and organizations. Activities in this area would include, but not be limited to:

1. Interpreting test scores and other performance data to parents and other professionals.

2. Identifying special needs students and working with other professionals toward developing an effective educational plan.

3. Identifying at risk students and working with other professionals to implement intervention and follow-up strategies.

4. Identifying with appropriate school personnel to discuss policies, procedures, and program placement.

5. Meeting with appropriate school personnel to evaluate the continuing effectiveness of the guidance program and curriculum.

6. Meeting with previous counselors to facilitate student transition and placement.

7. Meeting with college representatives to discuss admission requirements and prospective candidates.

8. Meeting with labor representatives to discuss employment requirements, opportunities, and prospective candidates.

9. Meeting with other counselors to share ideas.

10. Attending in-service, continuing eduaction, and professional development opportunities.

11. Meeting with community agencies. (See- Community Outreach section of Systems Support)

Community Outreach

This component serves to provide the community with thee aims and purposes of the guidance program. One way in which this may be accomplished is through a community advisory board composed of the administrator in charge of the counseling program, counselor representatives, and community representatives including both parents and representatives of the local business community and service agencies. At these meetings ideas and concerns may be shared and discussed and support for the program may be solicited from the community. Support may also be solicited from the school community by having counselor representatives serve on school advisory boards, departmental curriculum committees, and on the steering committee for the implementation and evaluation of the new comprehensive counseling program for this district.

Public Relations

A planned deliberate attempt to educate the community, including school personnel, parents, and the general public, regarding the high school's comprehensive guidance program will be conducted by the high school guidance team. This will be accomplished through the local media, school and community presentations, the school newspaper and the guidance department.

In an effort to better meet the needs of our students, the guidance counselor will work with area resources and agencies to provide a current listing of resources and agencies that can provide assistance to students and families. The listing will include information on services such as: tutoring, psychological evaluations, learning assessments, language interpretation, speech therapy, drug and alcohol evaluation and treatment, counseling coaching, alternative education, parenting support, crisis management programs, handicap training and resources, etc.

Providing information to the public regarding the emergency action plan and providing the necessary in-service training to staff will also be the responsibility of the guidance staff. This will be done primarily through the school newspaper and department newsletter.

The guidance department will promote the well-being of the students by providing information and training to the parents and community on topics of concern. Such information will be provided through the above mentioned mediums and in announced seminars and group sessions. Topics may include: Attention Deficit Disorder, drug and alcohol awareness, behavior management, effective parenting, college planning, etc.

Yearly evaluation forms will be made available to the students, parents, and community members (employers) to assist the guidance department in assessing the needs of the community and ways of improving services. The opinions of the public are considered very important to the purpose of the guidance team.

HIGH SCHOOL GUIDANCE COUNSELOR*

Primary Responsibilities

As a member of the high school guidance department, the counselor will implement a comprehensive guidance program for students in their assigned caseload. They will provide activities to meet the needs of these high school students, consult with teachers, parents, and staff to improve their effectiveness in helping their students; and to provide support to other high school educational programs. In order to effectively carry out such a program the following time allocations are suggested:

Guidance Curriculum	15-25%
Individual Planning	25-35%
Responsive Services	25-35%
Systems Support	15-25%
Non-Guidance	0%

Major Job Responsibilities

1. Implement the high school curriculum
2. Help students develop educational and career plans
3. Counsel individual and small groups of students
4. Consult with teachers, staff, and parents concerning the developmental needs of their students.
5. Refer students with severe problems to appropriate community resources in consultation with parents.
6. Participate in activities which support the effective operation of the school guidance program.
7. Evaluate and revise the building guidance program
8. Pursue professional development

Key Duties

1. Implementation of the High School Guidance Program

   A. Counselors will conduct the guidance program in the classroom as planned in conjunction with school administrators and teachers. Counselors will act as consultants and resources persons to facilitate the infusion of guidance principles into the regular education curricula.

2. Guide and counsel groups and individuals through the development of educational and career plans.

   A. Counselors will provide orientation activities for students new to the school; participate in orientation programs for incoming parents and students; assist students in the transition from grades 9 to 10: inform students and parents of test results and their implications for educational and career planning; and provide resources and information to assist in further career awareness and career exploration activities.

3. Counsel small groups and individuals who are having social, emotional, or educational problems.

   A. Counselors will conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the Middle School level may include self-awareness, self-identity, study skills, behavior management, peer relationships, family relationships, child abuse, substance abuse, suicide, cross-cultural issues, etc.

4. Consult with teachers, staff, and parents, regarding meeting the development needs of students.

   A. Counselors will participate in teamings; conduct in-service programs for faculty, and staff; conduct and facilitate conferences with teachers, students, and parents; conduct parent education programs; assist families with school related problems.

5. Make referrals to outside agencies for students with severe problems.

   A. Counselors will consult with in-district and community resources including Drug and Alcohol prevention, Children and Youth Services, Juvenile Probation, Mental Health providers, school psychologists, Intermediate Unit staff, school nurses, community physicians, etc. Counselors will also coordinate the treatment plans of these agencies to facilitate coordination of services and wholistic planning for youth who are involved with the school and outside agencies.

6. Participate in and initiation of activities which contribute to the effective operation of the school.

   A. Counselors will interpret test results; establish effective liaisons with the various instructional departments, act as an advocate for individual students as appropriate, assist in the placement of students with special needs into appropriate educational levels, participate in the district testing program, conduct public relations activities, create grant and funding for special programs applicable to guidance activities.

7. Evaluation and revision of the guidance program.

   A. Counselors will periodically review the guidance program with staff, administration, and guidance personnel from the Elementary and Middle School levels, participate in a self-study; review and modify the program based on the results of self-study, maintain a five-year plan for future activities and goals.

8. Pursue professional growth.

   A. Counselors will attend national, state, and local staff development programs; participate in professional organizations; read professional journals; attend relevant workshops and conferences, take Doctoral courses, author journal articles, present conference workshops, network with counseling staff from other districts, participate in peer supervision.

** Three forms are given at the end of this section to be used to assist in evaluating the guidance counselor.

FORMATIVE OBSERVATION FORM

Counselor	Date	School
Time Entered	Time Leaving	Observer

Performance Areas:

1. Implements the Guidance Curriculum component through effective instructional skills and the careful planning of group sessions for students. (classroom activities, group activities)
2. Implements the Individual Planning component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.).
3. Implements the Responsive Services component (consultation, personal counseling, crisis counseling and referral skills).
4. Implements the System Support component through effective program monitoring and management.
5. Establishes effective professional relationships.
6. Fulfills professional responsibilities.

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

JOB TARGET SHEET

____________________	____________________	____________________
Counselor	Date	School

1. Performance Area:

2. *Criterion:

3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)

4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)

5. Appraisal Method and Target Dates:

6. Counselor's Comments:

7. Evaluator's Comments:

______________________________	______________________________
Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved:______________________________

______________________________	______________________________
Counselor's Signature/Date	Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUGGESTIONS FOR WRITING JOB TARGETS

Counselor	Date	School

1. **Performance Area:**
State here the performance area.

2. ***Criterion:**
State a specific criterion such as, "selection of individual planning activities consistent with identified student needs."

3. **Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)**
State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **Procedures for achieving objective(s): (Explanation of counselor and administrator responsibilities)**
Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **Appraisal Method and Target Dates:**
How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **Counselor's Comments:**
Provide the counselor with the opportunity to share his/her thoughts.

7. **Evaluator's Comments:**
Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved:__________________________

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

APPENDIXES

for the

High School Guidance Program

Guidance Curriculum Evaluation
Parents Form

Dear Parent:

To help us assess and improve services, we would appreciate your completing this evaluation form and returning it to us. We value your opinion! Please indicate the appropriate response and provide additional comments that you feel are necessary.

Sincerely,

The Counseling Department

What grade is your son/ daughter in?________ Your name (optional)____________

Have you had the opportunity to talk with your son/ daughter's counselor? Y N

Did you receive notification of classroom guidance topics and seminars? Y N

Did you attend any of the seminars or classroom presentations? Y N

If so, which ones?____

Were they helpful to you and your son/ daughter? Y N

Comments:____

What other topics do you feel should be discussed? ____________________

What do you see as your son/ daughter's greatest need in school?______________

What do you see as your son/ daughter's greatest strength in school?____________

General comments:____

Feel free to contact me by phone. My ph.# is ________________________.

Guidance Curriculum Evaluation
Employer Form

Dear Employer:

To help us assess and improve services, we would appreciate your completing this evaluation form and returning it to us. We value your opinion! Please indicate the appropriate response and provide additional comments that you feel are necessary.

Sincerely,

The Counseling Department

How many of your current employees attended our high school?________________

How many of these have graduated from our high school? ________________

What aspect of your employee's high school record did you consider most important/ least important during the hiring process? ________________

____

____

Rate the preparation they received for employment in your firm in the following areas:
(1=not prepared, 2=some training needed, 3=adequate, 4=well prepared, 5=excellent)

Job interview and initial contacts.	1 2 3 4 5
Understanding and completing written work as required.	1 2 3 4 5
Following directions.	1 2 3 4 5
Working as a cooperative team member with other employees.	1 2 3 4 5
Giving an honest days work (good work ethic).	1 2 3 4 5

What areas do you feel need to be addressed/ stressed in our high school to better prepare students for the world of work in general (and in your firm specifically)?

____

____

____

Additional comments:________________________

____

____

Guidance Curriculum Evaluation

Student Form

9th Grade

Dear Student:

To help us assess and improve services, we would appreciate your completing this evaluation form and returning it to us. We value your opinion! Please indicate the appropriate response and provide additional comments that you feel are necessary.

Sincerely,

The Counseling Department

Your counselor's name________________ Your name (optional)________________

How many times (approx.) have you had contact with your counselor?____________

Which of the following classroom guidance topics did you participate in and how would you rate your experience in each on a scale of 1-3 (1=a waste of time, 2= just OK, 3= a very worthwhile time)

Study skills	1 2 3
"My Interests"(Strongs Interest Inventory)	1 2 3
Career Awareness	1 2 3
Decision Making	1 2 3
Resolving Conflict	1 2 3
College Awareness	1 2 3
High school planning	1 2 3
Scheduling for 10th grade	1 2 3
The World of Work and Stereotypes	1 2 3

What topic(s) would you have liked to see discussed?________________________

How could the topics listed above have been presented to better help you?________

____

____

Use the back of this sheet if you have additional comments or suggestions.

Guidance Curriculum Evaluation
Student Form
10th Grade

Dear Student:

To help us assess and improve services, we would appreciate your completing this evaluation form and returning it to us. We value your opinion! Please indicate the appropriate response and provide additional comments that you feel are necessary.

Sincerely,

The Counseling Department

Your counselor's name________________ Your name (optional)________________

How many times (approx.) have you had contact with your counselor?____________

Which of the following classroom guidance topics did you participate in and how would you rate your experience in each on a scale of 1-3 (1= a waste of time, 2= just OK, 3= a very worthwhile time).

Peer Support Training	1 2 3
Drug/ Alcohol Awareness	1 2 3
Local and national job market information	1 2 3
Consumer Awareness	1 2 3
Marriage and Family Responsibility	1 2 3
Resume Preparation	1 2 3
College representatives (which ones)________________	1 2 3
Scheduling for 11th grade	1 2 3
College tours (which ones)________________________	1 2 3

What other topics would you have liked discussed?__________________________

How could the above topics been improved?______________________________

____

____

Use the back of this sheet if you have additional comments or suggestions.

Guidance Curriculum Evaluation
Student Form
11th Grade

Dear Student:

To help us assess and improve services, we would appreciate your completing this evaluation form and returning it to us. We value your opinion! Please indicate the appropriate response and provide additional comments that you feel are necessary.

Sincerely,

The Counseling Department

Your counselor's name________________ Your name (optional)________________

How many times (approx.) have you had contact with your counselor?____________

Which of the following classroom guidance topics did you participate in and how would you rate your experience in each on a scale of 1-3 (1= a waste of time, 2= just OK, 3= a very worthwhile time).

Job Interview Skills	1 2 3
Tackling the College Application	1 2 3
Values Clarification	1 2 3
Scheduling for 12th grade	1 2 3
College representatives (which ones)?______________	1 2 3
College tours (which ones)________________________	1 2 3

What other topics would you have liked discussed?____________________________

How could the above topics been improved?____________________________
____
____

Do you feel comfortable with your plans for the future?__________ Explain ________
____
____

Use the back of this sheet if you have additional comments or suggestions.

Guidance Curriculum Evaluation
Student Form
12th Grade

Dear Senior Student:

To help us assess and improve services, we would appreciate your completing this evaluation form and returning it to us. We value your opinion! Please indicate the appropriate response and provide additional comments that you feel are necessary.

Sincerely,

The Counseling Department

Your counselor's name________________ Your name (optional)_______________

How many times (approx.) have you had contact with your counselor?____________

Which of the following classroom guidance topics did you participate in and how would you rate your experience in each on a scale of 1-3 (1= a waste of time, 2= just OK, 3= a very worthwhile time).

Rights and Responsibilities	1 2 3
Financing College	1 2 3
Independence Readiness	1 2 3
College representatives (which ones)?______________	1 2 3
College tours (which ones)_______________________	1 2 3

What other topics would you have liked discussed?_________________________

How could the above topics been improved?________________________________

____

Do you feel comfortable with your plans for the future?__________ Explain ________

____

____

Have you applied to a post-high education program?_____ If yes, please identify it.

____

Have you been accepted at this time?_____ if no, explain______________________

Use the back of this sheet if you have additional comments or suggestions.

BIBLIOGRAPHY

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